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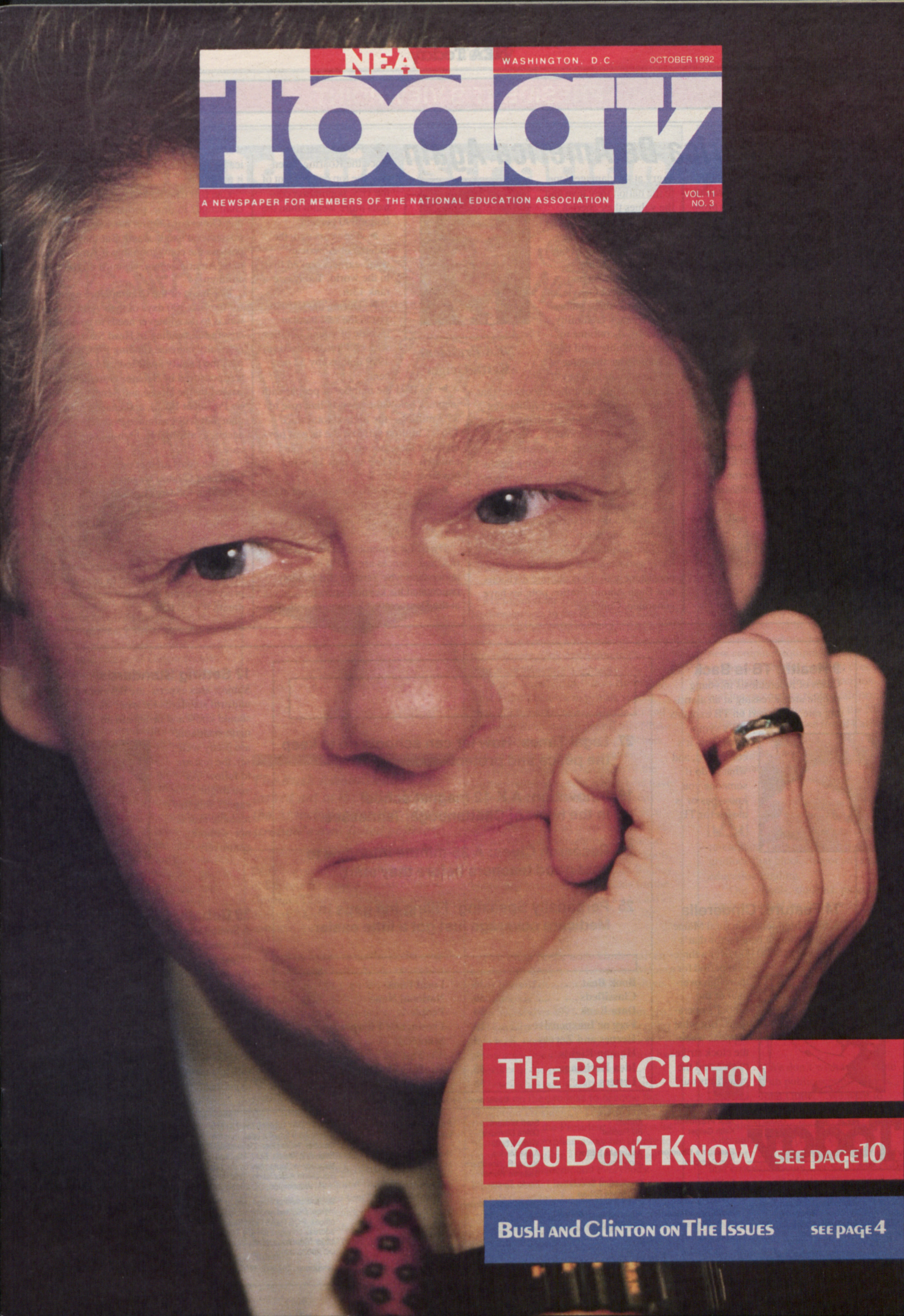

The Bill Clinton You Don't Know

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Bush and Clinton on The Issues

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PRESIDENT'S VIEWPOINT

Letting America Be America Again

For the first time since 1971, the American people cite inadequate funding as the most serious problem confronting our nation's public schools.

That may just be the most revealing finding in the 24th annual Gallup/Phi Delta Kappa poll of the public's attitudes toward the public schools. The American people appear to be saying that the time has come for America to put its money where its future is.

The people want America to recover—to recover from the most long-lasting, most devastating recession since the Great Depression. And they know that the pathway to recovery passes through the public schoolhouse door.

Like most Americans, Bill Clinton and Al Gore understand this fundamental fact. George Bush and Dan Quayle don't. And that may be, at bottom, what the presidential election of 1992 is all about.

As I read the Gallup/PDK poll, and as I travel this country (always trying to gauge the national mood), I find more and more reason for optimism. I sense that the American people are ready to embrace new priorities. Like you and me, they're both angry and hopeful: angry at the damage done to the nation they love and the values they cherish, hopeful that change is near and that a return to the values at the heart of our heritage is possible.

NEA President
Keith Geiger

President Bush and Vice-President Quayle, of course, talk about values. But they lack credibility. And they'll continue to lack credibility until they acknowledge the value of public education. They'll lack credibility until they recognize that America's classrooms are crucibles of the values that sustain our democracy and energize our economy.

Right now, in fact, the Bush/Quayle team seems intent on destroying public education as we know it. The centerpiece of their education agenda is a voucher plan that would transfer public funds to private schools and create a two-tiered system of education.

This "scholastic" division between haves and have-nots would be entirely consistent with the economic divisions that Bush Administration policies have generated. Consider:

► For the first time since the Roaring Twenties, the top one percent of the U.S. population controls more wealth than the bottom 90 percent.

► Ten years ago, the income of American wage-earners ranked first in the world. Today, we rank 13th.

► During the last 12 years, the real median income of young families with children declined (in 1990 dollars) by 32 percent.

► In 1991 the number of people with incomes below the poverty line rose to 35.7 million—the highest total since 1964. Children suffered the largest poverty-rate increase: one of every four children under age six now lives in poverty.

► The fastest-growing segment of the U.S. population is prisoners, up 139 percent from 466,000 in 1980 to over 1.1 million in 1990.

Dwell for a moment on these statistics, and chances are you'll begin to understand why Senator Bill Bradley punctuated his keynote speech at the Democratic Convention with the words of Langston Hughes: "Let America be America again. Let it be the dream it used to be."

Can Bill Clinton and Al Gore meet this challenge? In time, perhaps, though neither Governor Clinton nor Senator Gore possesses a magic wand. But they do possess the conviction that if America is to be America again, we must do right by children.

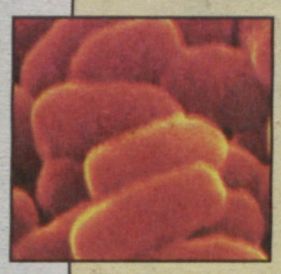
The heart of the Clinton/Gore agenda for the first 100 days of their Administration is to do whatever needs to be done to ensure full funding of Head Start, dramatically increase funding for Chapter 1, pass the Family and Medical Leave Act (cosponsored by Senator Gore in 1991, passed by the House and Senate, vetoed by President Bush), and enact a national plan that will guarantee every American access to affordable, high-quality health care.

These goals are not new items on Governor Clinton's agenda. They are not campaign fodder. They are promises—to you, to me, to America's children.

Bill Clinton doesn't have all the answers. But based on my conversations with him, I'm betting that Bill Clinton will make good on his promises, that he'll do what needs to be done to begin the process of again making America the dream it used to be.

9 Health: TB Is Back

Cases of tuberculosis in young people are increasing at an alarming rate. An expert on TB explains TB's symptoms, how it's contracted, and what to do if someone you know has or is at risk for TB.



14 Feature: Cinderella

A small high school in rural Maine has a corporate benefactor that's chipping in $600,000 over a three-year period for a thorough overhaul of the school's operations. But what happens when the clock strikes twelve and the grant runs out?

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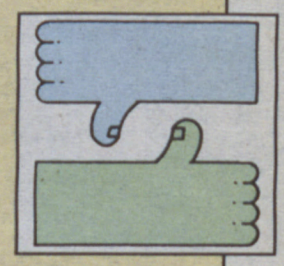
Subject area experts are developing uniform standards for what students should know and be able to do. The math standards are pretty well set, the rest are to follow. As you might expect, this formidable task is not without controversy.

39 Debate: Gifted Only?

A South Dakota NEA member argues that special programs are essential to help gifted children reach their potential, but a Massachusetts teacher says *all* children have gifts and are entitled to the benefits of a rich academic experience.



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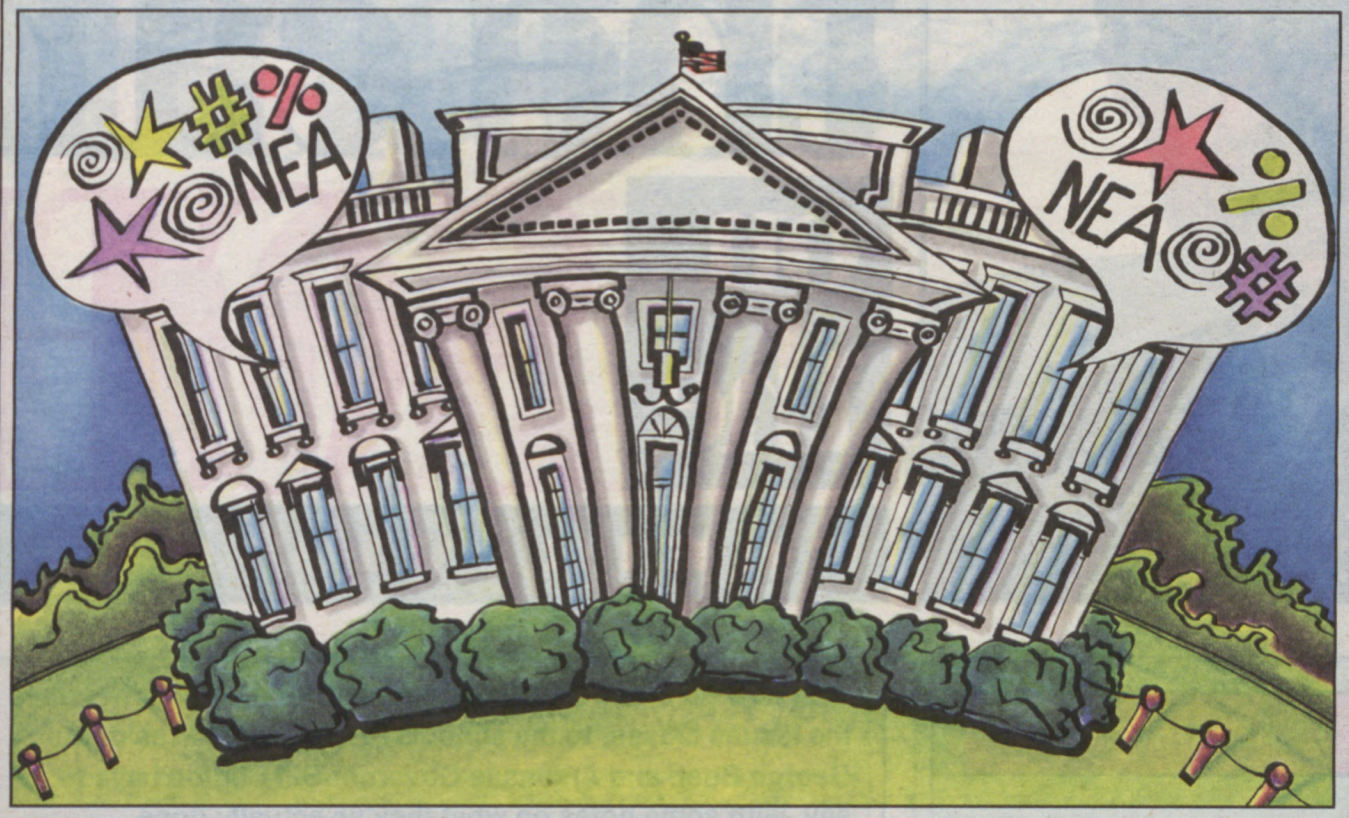
NATIONAL NEWS

Bush Administration TARGETS NEA



The Bush Administration has lashed out at the NEA, blaming the Association for the Administration's own failed policies.

In early 1991, NEA President Keith Geiger met with the new Secretary of Education, Lamar Alexander, over coffee in Alexander's office.

The conversation, as Geiger recalls, "was open, frank, and cordial. The olive branch was out to us."

It isn't any more. Over the past six months, Education Secretary Lamar Alexander, Vice President Dan Quayle, and President George Bush himself have repeatedly attacked NEA.

Hear the White House messages:

Last April Vice President Quayle went on CBS *This Morning* to discuss the Bush Administration's number one education priority: private school choice—giving parents public tax dollars to send their kids to private schools. Quayle noted that "the Democratic Congress won't pass it because the NEA, which they are controlled by, says it's not a good idea."

In July, the Vice President addressed the National Conference of State Legislators meeting in Cincinnati. Said Quayle: "Some politicians think a good education record means just doing as they're told by the NEA—regardless of what parents want. Well, the NEA and the education establishment stands for the status quo—more of the same mediocrity."

During the same week, President Bush took his turn at NEA-bashing. Speaking at a Catholic high school in Philadelphia, the President attacked NEA once again for stopping his private school choice proposals.

"The problem is that many that control the education establishment in Washington are in the grips of a very powerful union, the NEA," charged President Bush. "They're not thinking anew, they're fighting us on school choice, and many members of Congress just don't want to stand up against that."

Then in August, at the Republican Party convention in Houston, Secretary of Education Lamar Alexander blasted Governor Clinton's "education town meeting" appearance at the NEA Representative Assembly in July.

Clinton, in his remarks to the over 8,600 delegates to the NEA convention, said flatly that he opposed the Bush Administration's proposals to give parents public tax dollars to pay private school tuition.

Back in April 1991, Education Secretary Lamar Alexander had spoken publicly of "having a good relationship with NEA." In August, at the Republican National Convention, Alexander derided Bill Clinton for his relationship with NEA.

"If you can't say no to Ted Kennedy and the NEA leaders," Alexander asked from the Republican convention podium, "why on earth should the people of America say yes to you? So I say: Let Bill Clinton be the President of the NEA. Let George Bush finish the job as the Education President of the United States."

Michigan sixth grade teacher Thomas Houseman was in the Republican Convention audience the evening Alexander spoke. Houseman, a Republican Convention delegate, took exception to the education secretary's remarks.

"I'm a Republican," says Houseman, "but I don't believe in private school choice. I think Secretary Alexander and President Bush should get off this NEA-bashing kick and start helping teachers like me improve public education.'

"NEA-bashing is a variation of the teacher-bashing that NEA members have seen a lot of over recent years," adds Debra DeLee, NEA's government relations director and an observer herself at the Republican Convention in Houston. "The public isn't happy with the schools. The politicians need a scapegoat. So they blame teachers or teacher unions for the problems in education. That's a lot easier to do than to accept responsibility for cutting school budgets."

President Bush, adds kindergarten teacher Pat Lemaire of Lewiston, Maine, finds himself in a particularly sensitive position this fall.

In September 1991, the President visited Lemaire's classroom on the first day of school, one of the many education photo opportunities the White House has staged over the past four years.

'Four years ago, George Bush campaigned on the promise to become the Education President," Lemaire notes. "Now I think the President is under a lot of pressure to explain away his failure to improve education. He hasn't been an Education President, and everybody knows it. Attacking NEA is a great way to shift the blame for his failure."

Will that strategy work?

"I guess we'll know," says NEA political strategist DeLee, "in about a month."

HEROES & ZEROES

Willie Gary understands how it feels to be an underfunded undergraduate. That's why he's giving $10 million to Shaw University, the school that took a chance on him 25 years ago when he was a poor migrant farm boy.

Gary's donation is the largest gift ever given to the 126-year-old black institution in Raleigh, North Carolina.

It's "a very small payment on the very big debt I owe Shaw," says Gary, one of 11 children in a family of migrant farm workers and now a prosperous lawyer in Florida.

No job, no discussion. In mid-May, Thomas Day, president of San Diego State University, announced the termination of 146 tenure-track faculty members and elimination of nine academic departments, yet he made no administrative cuts and purchased expensive new computer equipment.

Faculty members weren't even asked to participate in the final decision making, according to the California Faculty Association (CFA), the NEA affiliate that bargained for all California state university faculty.

In August, Day postponed the firings for a semester.

Long-time education proponent Sen. Tim Wirth, D-Colorado won't be seeking re-election. He's had it with the political gridlock that blocks major advances in education funding.

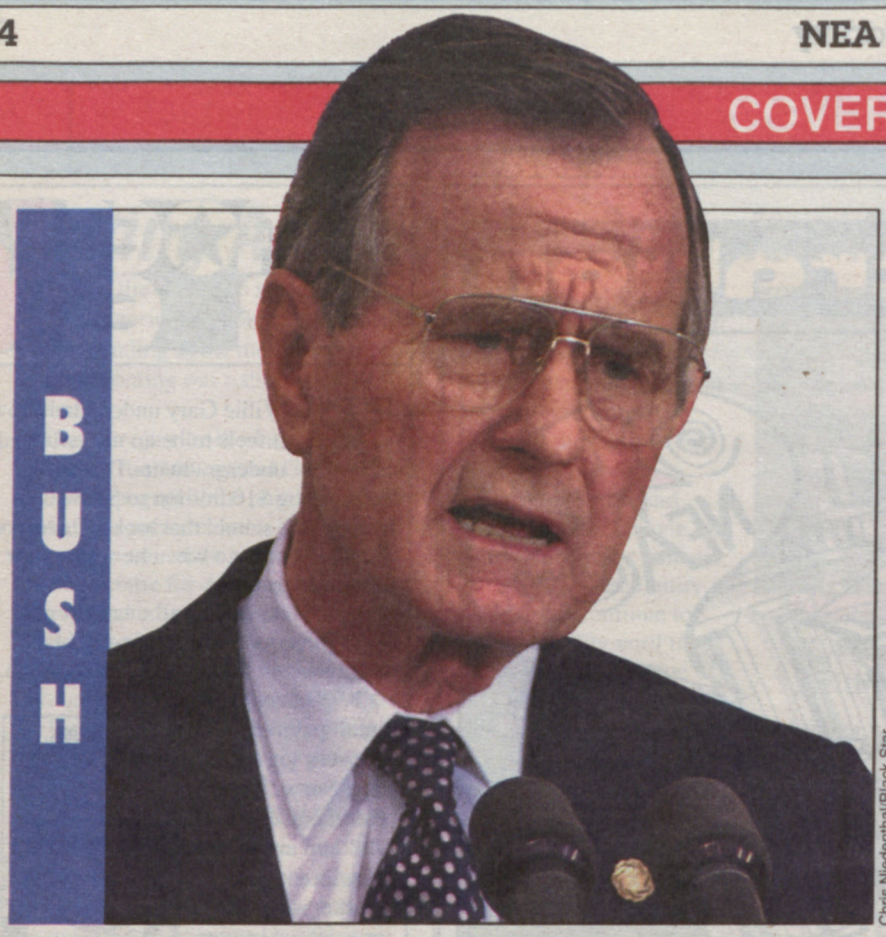
"Our schools, students, parents, and teachers should be the priority concern of government at all levels," Wirth says. "Instead, they're being starved of federal support just when they're being asked to do more."

"We don't wish to compete with public schools," says John Golle. "We want to become the public schools."

Golle, the founder of Education Alternatives Inc. (EAI), claims his company can run schools more capably and cost effectively, but EAI's first big client apparently feels differently.

EAI's contract with the Duluth, Minnesota, schools has been terminated after an evaluation showed the Duluth schools would have fared just as well under traditional administration.

COVER STORY



Chris Niedenthal/Black Star

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THEIR VISIONS,

Just how do the two 1992 Presidential candidates differ on the issues closest to the schools? Here's what President George Bush and Arkansas Governor Bill Clinton have to say, with some notes on what they've actually done.

EDUCATIONAL LEADERSHIP

President Bush:

"We must dramatically change our educational system, literally revolutionize it [with] top-to-bottom reform. I want to ensure that American children are offered the best education available in the world."

Record: In 1989, President Bush convened a national education summit. The next year, as a result, the nation's governors agreed upon and the President endorsed six National Education Goals.

Today, more than two years later, the nation is behind schedule on meeting the goals. The first goal, for example, stipulates that all children shall come to school ready to learn. In fact, more children are coming to school ill-fed, ill-nourished, and ill-prepared in 1992 than in 1989.

In April 1991, the President unveiled his plan, America 2000, to achieve the national goals. The plan proposes vouchers for parents who send their children to private schools and rewards selected schools whose students performed well on standardized tests.

The President's education reform plan also favors lowering the standards for entry into the teaching profession.

Governor Clinton:

"As President I'll send a real educational reform package to Congress that will implement the National Education Goals by establishing world-class standards, measuring performance, providing a level playing field, and calling on parents, teachers, and students to take more responsibility for making our schools work."

Record: Governor Clinton wrote much of the National Education Goals statement and according to *Washington Post* columnist David Broder, Clinton "saved the education summit" from foundering. As governor of Arkansas, Clinton has raised graduation standards, and the Arkansas high school graduation rate has become the highest in the South. The state's college attendance rate is up 34 percent.

Governor Clinton has initiated new state-wide mandates that limit kindergartens to 20 students and require a guidance counselor for every 450 students.

In 1990, Governor Clinton ran for and won his sixth term in office on a platform that called for raising taxes to better fund education. He soon gained legislative approval for his education funding package, and, in the 1991-92 school year, Arkansas teachers saw the largest percentage salary increase in the nation, an average hike of $3,500 each.

PRIVATIZATION OF PUBLIC SCHOOLS

President Bush:

"Take the issue of whether parents should be able to choose the best school for their kids. My opponent says that's okay, as long as the school is run by government. And I say every parent and child should have a real choice of schools—public, private, or religious."

Record: A few months after taking office, President Bush held that "we can't afford" giving a tax credit for private school tuition. "It is the obligation of all taxpayers to support a public education system. We want it to be the best. If parents want to shell out tuition money, that's their right. But I don't think they should get a break for that."

President Bush has since done a total about-face. His budget proposal for fiscal year 1993 shifts 80 percent of federal public elementary and secondary education money to vouchers for private schools.

His $500 million "GI Bill for Children," unveiled in June, would provide $1,000 to poor and middle-income parents to spend on private schools for their children. Congress has repeatedly blocked the Bush Administration's privatization plans.

The most important federal education legislation, the Elementary and Secondary Education Act, is due for renewal in 1993. Secretary of Education Lamar Alexander has announced that the Bush Administration will not sign any reauthorization unless it includes a provision for private school choice.

Governor Clinton:

"I am in favor of innovative ideas in education, but I believe we need to focus on improving our nation's public school system. I do not think we should try and replace the public school system with private schools, and I would oppose any voucher system that would take public funds and use them for private schools."

Record: Arkansas was the second state in the nation to adopt the principle of *public* school choice, with the proviso that racial balance be maintained.

COVER STORY

didates
OOLS
THEIR RECORDS

CLINTON

Joe Di Dio

SCHOOL FUNDING

President Bush:

"I believe the best thing we can do is invest in our young people."

Record: During his 1988 Presidential campaign, George Bush said: "We need to spend more on education. Providing excellent education is an investment in America's future—and it is one of the most basic roles of government."

As President, George Bush has proposed one budget after another that does not address the needs of the nation's students or public schools—or significantly advance the National Education Goals.

In his latest federal budget proposal, President Bush proposed the elimination of 34 successful education programs. The proposal, if adopted, would have cut existing programs by $2.5 billion. Some 200,000 Chapter 1 students would have been cut from the program.

Governor Clinton:

"We should restore education to the position it had in the federal budget in 1980. I am for reform, and change, and accountability. But investment counts."

Record: Specifically, Governor Clinton advocates increasing federal education spending more than $60 billion over the next four years.

Under Governor Clinton's leadership, Arkansas now stands third among states in the percentage of its total budget, nearly 80 percent, dedicated to education.

EARLY CHILDHOOD EDUCATION

President Bush:

"Until we help every child at risk, our nation will remain at risk."

Record: President Bush would increase the percentage of children served by Head Start by cutting the number of eligible children, eliminating services to three- and five-year-olds. Still,only about one-third of children in poverty would have a chance to participate.

Governor Clinton:

"The first thing I think we ought to do is to fully fund Head Start and serve the children that are eligible under it. And the second thing is to give some federal funding as incentives to states and school districts to try other programs: more school-based programs and more programs with a strong parental component."

Record: In Arkansas, Governor Clinton—

- ► Set up a Home Instructional Program for Preschool Youngsters. He's also gotten the legislature to mandate kindergartens for all Arkansas schools.
- ► Provided state grants for schools proposing to set up preschool programs.
- ► Set up the Arkansas Better Chance (ABC) program ($5 million this year, $10 million next year) for at risk three- to five-year-olds.

HIGHER EDUCATION

President Bush:

"During my administration I've tried to strengthen the federal commitment to higher education and help families meet its costs."

Record: President Bush proposed cutting eligibility for Pell grants to those with a family income of no more than $10,000. That would cut out 400,000 students.

The Bush Administration's 1993 budget proposal would cut financial aid funding by $79 million and eliminate more than 1 million student aid awards. The President threatened to veto the Higher Education Act. It passed the Senate and House by overwhelming margins.

Governor Clinton:

"We have got to stop thinking of educational access in terms of kindergarten through 12th grade. We have got to open the rest of education for a lifetime to the American people."

"I would let any American borrow the money to go to college—two-year college, four-year college, postgraduate school—and pay the money back, either a small percentage of their income after they go to work, at tax time so they couldn't beat the bill, or by becoming part of an American Peace Corps."

Record: Governor Clinton pushed through the Arkansas legislature a program giving a $1,000 scholarship to every low- or middle-income student who takes a core curriculum in high school, has a *C* average, and stays out of trouble.

HUMAN RIGHTS

Bringing Out The Best In Us

Joe Di Dio

Joe Di Dio

Little Rock Classroom Teachers Association President Eleanor Coleman and South Dakota Education President Clyde Clauson accept human rights awards at this summer's NEA Human and Civl Rights Awards banquet during the Representative Assembly.

Human rights committees work in many ways. Here's what two have done recently in Arkansas and in South Dakota.

In some organizations, committees meet a lot but do little, but that's not the case with NEA affiliate committees.

Start with the Human Relations Committee of the Little Rock Classroom Teachers Association (LRCTA). Thanks to the commitee's work, LRCTA bargained three cycles of human relations workshops for all employees in the district.

And the Minority Affairs Committee of the the South Dakota Education Association (SDEA) helped set up a program to educate members on the different cultures within the state, especially American Indians.

For these and other committee-driven achievements, both Associations received Rosena J. Willis Memorial awards at the 1992 Human and Civil Rights Awards Dinner last summer at the NEA Representative Assembly in Washington, D.C.

However, to hear the leaders talk, Association committees guarantee more than action.

"The human relations committee balances our Association, says Eleanor Coleman, an elementary counselor and LRCTA president. "It enables us to do what we do best—to show respect for children and families at the same time that we talk tough about members' rights and salaries. Because community people see many sides of our Association, they support us when we need them."

Besides bargaining human relations into the job training of city employees, LRCTA, through its human relations committee, also participates in the city's annual "Marade," a march and parade honoring Dr. Martin Luther King, Jr.

The committee also contributes to agencies and businesses that work with students and their families—hospitals, the children's home, the battered women's shelter, and the toy shop of Mr. Say McIntosh (the city's Black Santa). And its members buy and deliver holiday gifts for children who otherwise would get nothing.

Coleman calls the benefits enormous. "Mr. McIntosh brought coffee and sandwiches to the picket line during the 1988 strike," she says. "The press has been good to us. Families appreciate the food baskets we give during holidays. And the kids have really blossomed."

In South Dakota, the Minority Affairs Committee enables SDEA members to do two things: put their ideals into practice and improve intergroup relations in the community and the Association. The committee is made up of equal numbers of minorities and nonminorities.

Sioux Falls middle school counselor and SDEA board member John McIntyre has served many years on the committee. He sees it as channeling his concern for others into promotion of educational change and Association development.

How? "Committees give visibility to human relations and minority issues," says McIntyre. "The very fact of forming a committee tells people that there are problems they can't deny."

Two problems targeted by SDEA are general ignorance about American Indian history and cultural insensitivity.

In response, SDEA established an annual conference called "Integrating Indian Studies into the Curriculum. Then, SDEA secured grants to develop course work and a complete K-12 curriculum in American Indian history and culture.

SDEA also developed a training program designed to meet a state requirement for recertification—a semester-hour of human relations training.

These are only a few examples of human rights committee work that strengthens Associations and improves education. If your Association has a project worth emulating, why not enter it in the NEA Human and Civil Rights Awards competition?

Mary Faber
NEA Human and Civil Rights

Dates to Remember

February 15, 1993—Deadline for submitting entries for NEA Human and Civil Rights awards

March 1993—Selection of awardees by the NEA Executive Committee, based on recommendations of the Human Relations Committee

July 3, 1993—27th Annual Human and Civil Rights Awards Dinner, San Francisco, California.

WASHINGTON WATCH

Sen. Tom Harkin (D-Iowa) is in the point position as he blazes a trail of approval for the 1993 Education Funding bill through Congress. On the horizon, a potential presidential veto and showdown with President Bush.

Best Wins for Education Employees

A higher ed highlight. A new Higher Education Act is now law, reauthorizing federal financial aid for students and expanding several teacher training and recruitment programs...

Just saying "No," House members overwhelmingly defeated two attempts to insert plans for private school vouchers into the Neighborhood Schools Improvement Act. The vote sent a strong message: vouchers and private schools are a deadly combination and they have nothing to do with improving neighborhood schools.

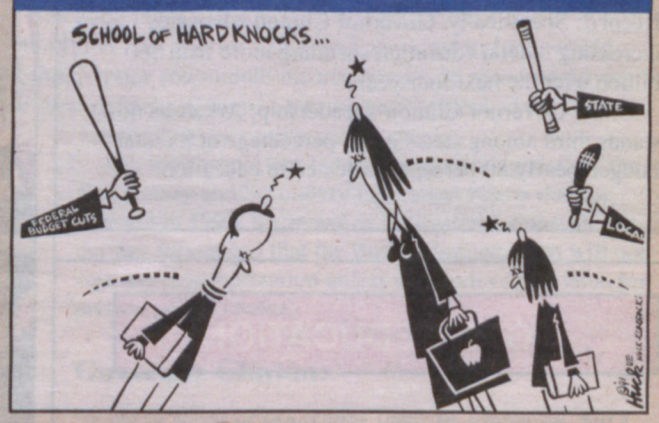
Unfinished Business. . .

It's baaaaaackk—and that's good. The Family and Medical Leave Act resurfaced and was recently passed by Congress. The bill, S.5, would require employers with 50 or more workers to grant up to 12 weeks of unpaid leave with continued health insurance coverage, for employees with newborn or newly adopted children or ill relatives. At presstime, President Bush announced he would veto the measure.

. . .And What You Can Do

Find out how your representatives in the House and Senate voted. Tell them—and President Bush—families can't sustain any values when they're forced to choose between the people they love and the work they do to make a living. At election time your vote will speak volumes.

Political Cartoon of the Month



Congressional Quote of the Month

"America's economic health depends on our ability to educate all of our children."

Rep. Vic Fazio
D. California

Local Look

KENTUCKY

Bullitt County Local Finally Gets a First

After years of waiting, picketing, voting, and negotiating, the Bullitt County Education Association has signed its first negotiated contract.

The signing of the pact ended a tense three-year saga. During that time, BCEA, which represents 535 teachers at 17 schools, set up informational picket lines and even took a strike vote, empowering their executive committee to walk if the situation worsened.

At the same time, BCEA went to work in school board campaigns. Newly elected school board members ousted some of the incumbents who'd fought against the contract.

Last March, more than 600 teachers and parents gathered at a school board meeting to call for a settlement to the negotiations. By June, their calls were heard, and the board backed down. The contract, signed in May, became effective June 1.

"We're hopeful this will begin a new era of cooperation," says BCEA President Julia Barker. "And this cooperation will help all teachers meet the challenges of the Kentucky Education Reform Act."

MISSOURI

High-Rise Haven For Retirees

For 23 years, retired teachers have called Heritage House home. The high-rise retirement community near downtown St. Louis, built by educators for educators, has succeeded where others have failed.

"Here you get to know people," says retired St. Louis teacher Maxine Richardson, who has lived at Heritage House for eight years. "I can always find somebody to do things with."

Twelve representatives of several St. Louis County and St. Charles County NEA affiliates oversee the Heritage House operation. The NEA-St. Louis office is housed on the first floor.

Reasonable rent, good amenities, and acceptance of retirees from other professions have insured fiscal stability.

A board of residents plans activities (lectures, book reviews) and discusses problems (security, handicapped parking).

Heritage House even has an "I'm OK" system. Every morning residents place "I'm OK" signs on their front doors. At 9:30 a.m., a floor monitor checks to make sure every sign is up. "It's a good way to find out if someone needs help," says Maxine Richardson.

NEW HAMPSHIRE

Sharing Becomes Annual Affair

When members of the Manchester Education Association realized how fast a community forgets about the homeless once the weather warms up, they provided a quick reminder. In late May of 1991 they put on a food and money drive to benefit their local shelter, the Soup Kitchen.

The drive was so successful that the MEA board of directors voted to make it an annual event. This year's drive was an even greater success.

Shelter directors say the food, blankets, sheets, toothpaste, and money—including $1,000 from the MEA relief fund—came at a critical time. The winter holidays generate much help, they note, and summer is their toughest season.

Recorded by the local newspaper and shelter newsletter, the drive brought home to the public their school employees' sense of community responsibility.

"Sure," acknowledges MEA President Frank Harlan, "the annual drive is great public relations—but the cause it serves is even greater."

MEA has reason to hope its new tradition has built a strong tie with the community. After 15 months without a contract, MEA may need steady community support to get a new pact.

IN EDGEWOOD, TEXAS

Dennis Dunleavy

School nurses, with help from the Edgewood Classroom Teachers Association, pursued a grievance to protect the rights of medically fragile students. Front row, from left, are: Carmen Alvarado, Julia Garcia, and Aurora Garcia. Back row: Sylvia Sanchez, Loretta Alvarez, Liz Ramos, Beth Corrigan, Yolanda Longoria, and Connie Germann.

School Nurses Defend 'Special' Kids

A year ago, the Edgewood Independent School District in San Antonio, Texas, moved 14 "medically fragile" students from a central special education facility to neighborhood schools—without consulting the school nurses who would care for them.

The Edgewood district's nurses were so alarmed by the risk to the students' health that, with the help of the Edgewood Classroom Teachers Association, 20 of them (all but one) filed a grievance. They pointed out that they hadn't been trained to care for students who were likely to need specialized procedures such as tube feeding or suctioning. Nor did their schools have the physical facilities such children would need—such as areas where diapers could be changed in privacy.

According to lead nurse Julia Garcia, the medically fragile children were moved because "the district panicked and misinterpreted federal law. The law requires special education children to be placed in the least restrictive setting consistent with their health needs," Garcia explains, "but the district disregarded these students' health needs."

The nurses' concern apparently galvanized the district, which immediately began remodeling the facilities and providing training for the nurses. But the issue of prior consultation with nursing staff about significant program changes was still open, so the nurses kept their grievance in play.

Last summer the nurses agreed to drop the grievance. They had won on the issue of prior consultation. The district will include the nurses in meetings at which placement, campus assignment, or medically related services for medically fragile students is an issue.

Nurses also won the right to propose a new system of coverage for use when nurses are absent and a commitment from the district to address their training needs.

MONTANA

More Workers Join Association Family

Food service workers in Billings—Montana's largest district—recently voted by a comfortable 2-1 margin to join the Association.

The vote brings together four categories of Billings classified employees—office workers, paraprofessionals, bus aides, and now food service workers—under the Association banner.

It also means that membership in the Billings Classified Employees Association has increased by more than 20 percent, for a total of 220 members.

This fall, BCEA will work hard to increase that number even more, says President Patricia Allen, head of the district's print shop. There's a potential for some 100 more food service worker members.

Says Allen: "The fact that most of our classified employees are members of one unified organization will help both employees and the district develop sound, consistent personnel policies and a first-rate educational system for Billings students."

HURRICANE RELIEF

NEA Local Affiliates Lend Hurricane Help

The Palm Beach Classroom Teachers Association is among the many NEA local affiliates who are helping schools and school employees in Dade County where Hurricane Andrew hit the hardest.

If you'd like to help, make checks payable to the Florida Relief Fund and mail them to the Fund at P.O. Box 7000, Tallahassee, FL 32399.

The Louisiana Association of Educators-NEA has set up a special fund to re-equip hurricane-damaged school facilities. Send checks to LAE-NEA Classroom Disaster Fund, c/o LAE President Linda Day, Box 479, Baton Rouge, LA 70821. Make checks payable to the LAE-NEA Classroom Disaster Fund.

To help victims of Hurricane Iniki, make checks payable to the HSTA Disaster Relief Fund and send to the Hawaii State Teachers Association, 2828 Paa St., Suite 2050, Honolulu, HI 96819.

State Side

MINNESOTA

Prep Time Parity

After six years of lobbying, Minnesota elementary school teachers will now have preparation time equal to that of secondary school teachers.

All elementary teachers are to have one 50-minute or two 25-minute uninterrupted planning period(s) during the school day. The state's 400 school districts must comply with the legislative mandate by September 1993.

MEA President Bob Astrup had been leading the charge for prep time parity since he successfully bargained for it in his local in the early eighties.

MEA staff did its homework on the prep time issue, researching how prep time could be put into place, what it would cost, and how many districts already had it. MEA members pitched in to make calls and give written testimony.

MISSISSIPPI

Merit Pay Looms

The Mississippi Association of Educators (MAE) is battling Gov. Kirk Fordice over merit pay and school choice.

Shortly after Fordice announced his proposals, MAE leaders exposed their flaws in contacts with the media.

MAE President Joyce Arceneaux pointed out that some type of merit pay plan had been tried in at least 12 different states and had failed in all.

"Mississippi ranks 50th in teacher salaries nationwide," explains Arceneaux. "We're almost $5,000 behind the Southeastern state average.

"How can the governor be talking about merit pay," she asks when educators haven't had a raise in more than three years?"

CALIFORNIA

A Budget Bind

The Golden State has a budget. But what a price the state's 30 million people—and especially its students will pay.

Achieved after two months of wrangling between the governor and legislature, the state's new $57 billion budget sets spending per pupil at the same level as last year's budget, forces schools to share librarians and students to share textbooks, raises the average class size to 36 students, and forces many school districts to cut bus transportation and sports.

Colleges and universities had their budgets slashed by $800 million, and student fees soared by as much as 100 percent for community college students.

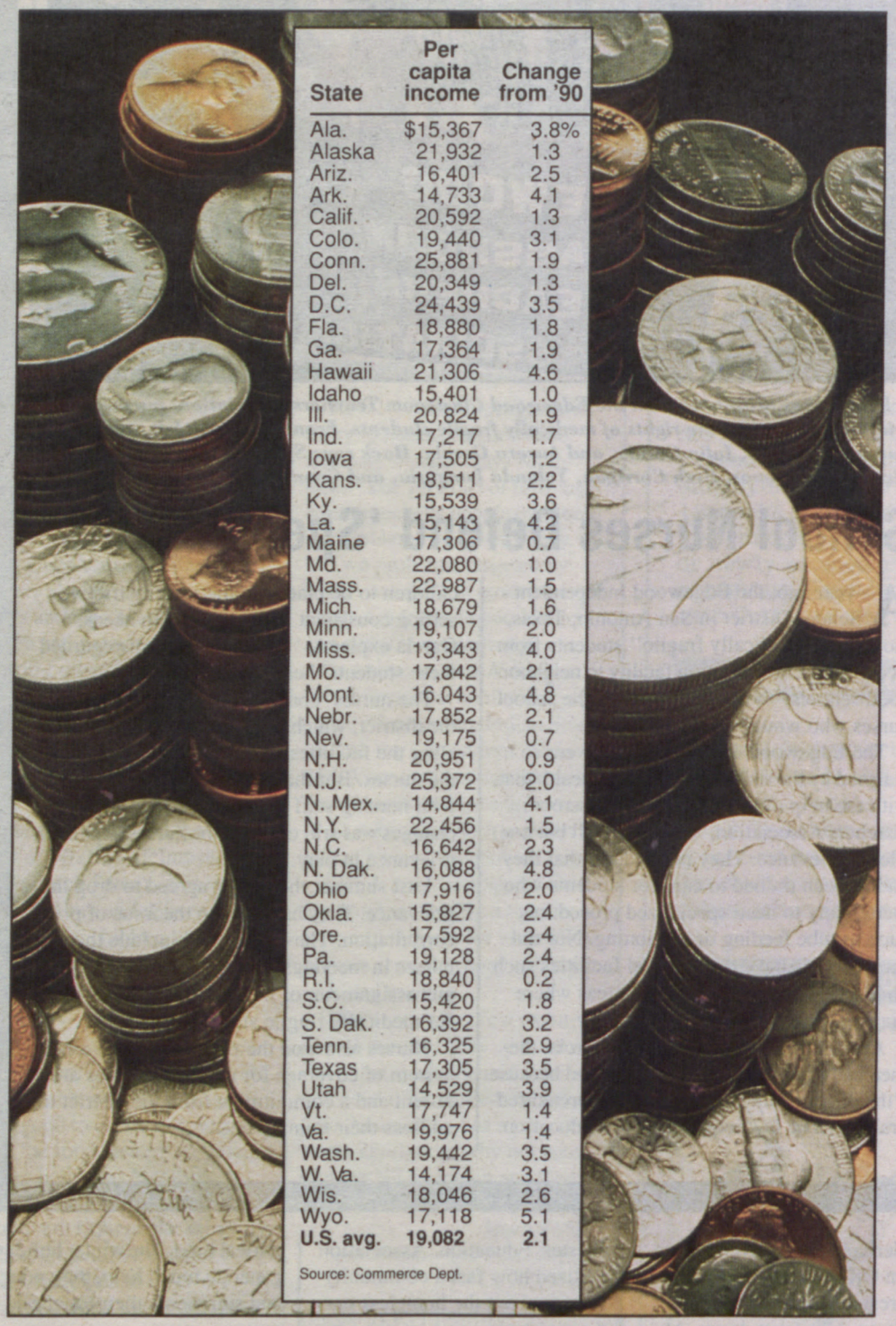
"If money is in short supply, roads don't have to be built, new state office buildings don't have to be erected, and many other projects can be delayed," says California Teachers Association President Del Weber. "But our children have to be educated. Our entire future may well be in jeopardy."

PER CAPITA INCOME RISES

Did You Notice?

Not many Americans probably did notice much of a jump in income in 1991. That's because per capita income (all income divided by the U.S. population of 252 million) increased just 2.2 percent.

The average income in the U.S. is now a little over $19,000, with Connecticut's $25,881 leading all states.



State	Per capita income	Change from '90
Ala.	$15,367	3.8%
Alaska	21,932	1.3
Ariz.	16,401	2.5
Ark.	14,733	4.1
Calif.	20,592	1.3
Colo.	19,440	3.1
Conn.	25,881	1.9
Del.	20,349	1.3
D.C.	24,439	3.5
Fla.	18,880	1.8
Ga.	17,364	1.9
Hawaii	21,306	4.6
Idaho	15,401	1.0
Ill.	20,824	1.9
Ind.	17,217	1.7
Iowa	17,505	1.2
Kans.	18,511	2.2
Ky.	15,539	3.6
La.	15,143	4.2
Maine	17,306	0.7
Md.	22,080	1.0
Mass.	22,987	1.5
Mich.	18,679	1.6
Minn.	19,107	2.0
Miss.	13,343	4.0
Mo.	17,842	2.1
Mont.	16.043	4.8
Nebr.	17,852	2.1
Nev.	19,175	0.7
N.H.	20,951	0.9
N.J.	25,372	2.0
N. Mex.	14,844	4.1
N.Y.	22,456	1.5
N.C.	16,642	2.3
N. Dak.	16,088	4.8
Ohio	17,916	2.0
Okla.	15,827	2.4
Ore.	17,592	2.4
Pa.	19,128	2.4
R.I.	18,840	0.2
S.C.	15,420	1.8
S. Dak.	16,392	3.2
Tenn.	16,325	2.9
Texas	17,305	3.5
Utah	14,529	3.9
Vt.	17,747	1.4
Va.	19,976	1.4
Wash.	19,442	3.5
W. Va.	14,174	3.1
Wis.	18,046	2.6
Wyo.	17,118	5.1
U.S. avg.	**19,082**	**2.1**

Source: Commerce Dept.

OVERSEAS

OEA to IRS: Pay Up

Here's a switch: the Overseas Education Association (OEA) has begun to collect refunds from the IRS.

The refunds—totalling more than a million dollars—are for claims filed by overseas educators in 1987 and 1988.

OEA brought eight separate cases challenging the withholding of Social Security and Medicare (FICA) taxes from allowances paid overseas civilian employees.

OEA initiated the challenge in 1986 and finally won in 1992 when the Justice Department decided not to appeal.

COLORADO

'Choice' on Ballot

An initiative that would authorize vouchers for use in paying private school tuition may have died in California, but its close relative is before the voters in Colorado. The Colorado Education Association —with support from NEA—is working hard to defeat the so-called "choice" initiative in November.

"Voucher proponents paid professional petition-gatherers some $50,000 to put the issue on the ballot," explains CEA President Dan Morris. "Our task in the campaign is to underscore the likely destructive impact of vouchers on public schools."

VERMONT

Health Hike Halted

Relentless pressure from Vermont-NEA on the Vermont School Boards Insurance Trust (VSBIT) and Blue Cross/Blue Shield has paid off. Health insurance rates, predicted to rise by 20 percent, won't be going up at all.

Unfortunately, some damage has already been done. Because they were expecting health insurance hikes, voters rejected school budgets, school employees made serious concessions in negotiations, whole school programs were eliminated, and employees got RIF notices.

That's when Vermont-NEA began investigating VSBIT estimates. Before the probe was completed, VSBIT officials announced rates wouldn't go up.

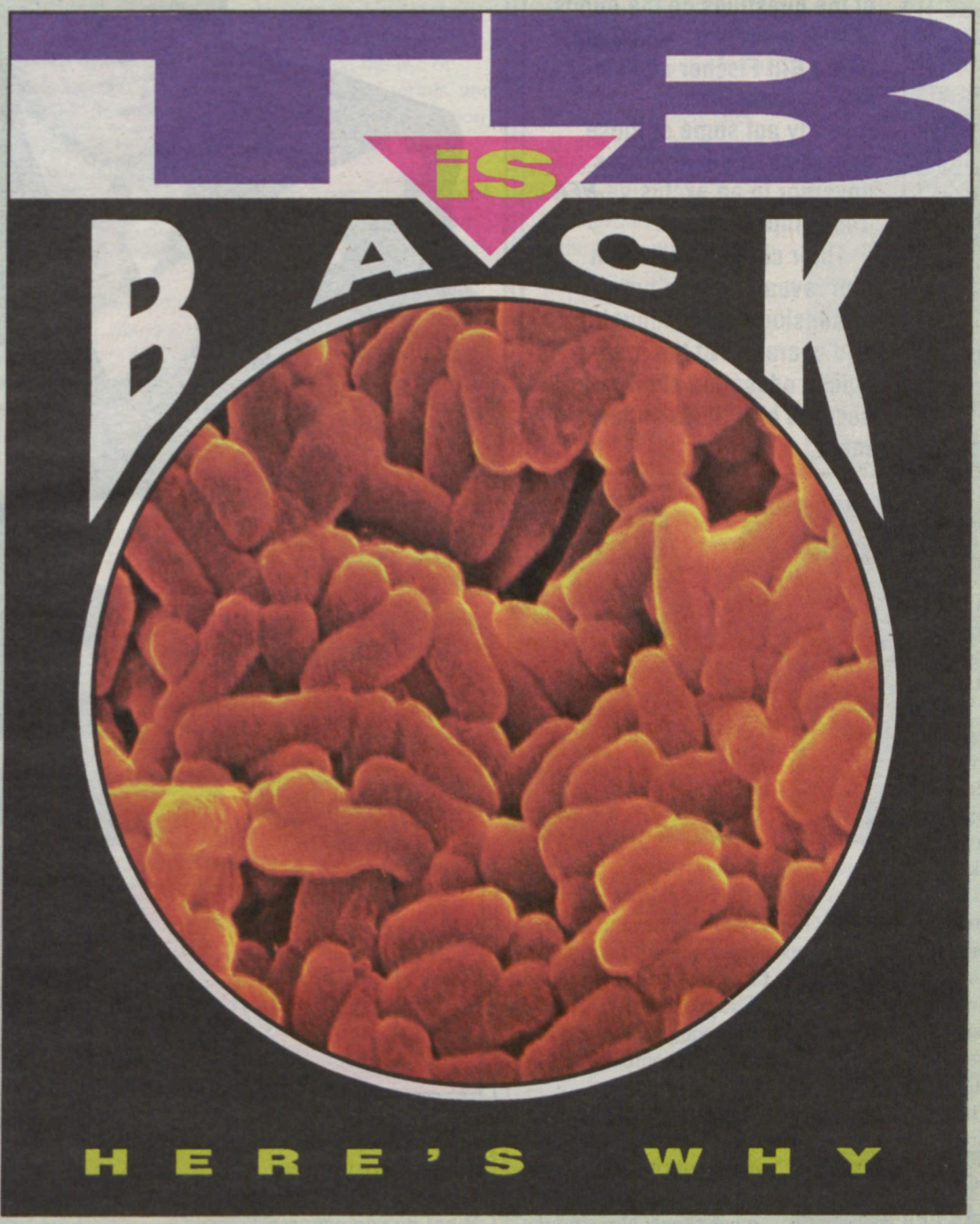
Because of the Vermont-NEA investigation, Vermont school districts will save at least $5 million in health insurance premiums in the next school year.

"Still, there were sacrifices neither we nor our communities should have had to make," says Vermont-NEA President Molly Burke.

Health

Information about health factors that affect the way students learn.

Jeffrey Starke, M.D., is assistant professor of pediatrics at Baylor College of Medicine in Houston, Texas. He's also director of Baylor's Children's Tuberculosis Clinic.



In the past two years, there's been an almost 40 percent increase in the number of TB cases among children under age 15. Why?
Children get TB because adults continue to have TB. Children can only get TB from adults who have the active disease. Since more young adults in this country are developing active TB, that means that the children around them—their own and those of relatives and friends—are vulnerable to getting the infection and, ultimately, the disease.

What's the difference between being infected with the TB germ and having active TB?
As soon as someone breathes the TB germ into the lungs, that person is infected with TB. From then on, a skin test will be positive.

But a positive skin test doesn't mean you have active TB. The vast majority of people who test positive have what we call a silent infection, meaning they're not sick. Most important, they're also not contagious.

TB becomes active when the germ becomes active, causing the person to become sick.

So are more adults getting TB today than a few years ago?
Not just more adults, but more young adults, who have more contact with children.

Here in the U.S., from about 1940 to 1980, not only were TB case rates going down, but the average age of the TB patient was getting higher and higher.

In the early 1980s, among the minority urban population, this trend slowed and then reversed. Contributing greatly to this change is the decline in public health services and access to medical care that's hindered rapid diagnosis and treatment of adults with infectious TB.

Is any other group especially vulnerable to TB?
Yes—young people born outside this country. People born elsewhere account for about 23 percent of TB cases in this country, but 77 percent of the cases occur in people born and raised in the U.S.

But those statistics change when it comes to the younger generation: Among 15- to 19-year-olds, 49 percent of all TB cases occur in those born outside the U.S. So for adolescents, being born elsewhere is definitely a high-risk factor.

Is there any relation between TB in children and AIDS?
Yes, indirectly. More and more adults infected with the TB germ are developing active TB because they're also infected with HIV, which lowers their resistance. Children in contact with these adults can get TB from them.

What happens when a person develops active TB?
In adults, the disease most often attacks the lungs, bringing on coughing, fever, weight loss, and night sweats. These are the people who can infect others.

With children, the situation is different. Although their chest x-ray often looks very abnormal, they usually have no symptoms. Sometimes there's a low grade fever and coughing that goes on and on. In rare instances, TB in young children can spread from the lungs to other parts of the body, causing other illnesses—like meningitis—to develop.

But most important, children—even those who are very sick with TB—rarely spread the disease. That's why we say, if a child is infected with TB, there must be an adult with TB in their environment. Almost every elementary school outbreak of TB has been associated with an adult—usually a teacher or staff member—with active TB.

How is the TB germ transmitted?
There's only one way: a person coughs and spreads germs in the air. Other people come along and breathe the germs into their lungs.

The good news is that TB should be a curable disease. Standard treatment for both active and silent TB is a drug regimen for several months.

Recently, some TB germs have become able to fight off one or more of the medications. These germs are alterations of the old strain, caused by patients not taking their medicine properly or by physicians not prescribing it properly. This multiple drug resistance is most common in New York City and New Jersey. But health care professionals anywhere caring for kids who test positive for TB should be aware of any drug-resistant TB cases in their community.

Should schools be screening for TB?
In some communities with very high rates of TB, screening kids may be useful. But for preventing TB in the schools, the more important group to screen is the employees—especially those in any of the high-risk groups.

Those groups include persons who've lived in correctional institutions, long-term care facilities and nursing homes, or homeless shelters, and—most important—those from countries with a high TB rate.

What about the reliability of screening techniques?
Skin tests are accurate, but they're not infallible. About 10 percent of adults and children with active TB have a negative skin test.

That's usually because the TB itself has made them so sick that they lose their ability to react to the test. When you treat them with a medication and their condition improves, their skin test comes back positive.

There are also false positive tests. Any child with either a positive skin test or known exposure to an adult with TB should have a chest x-ray for correct diagnosis.

If a child is found to have TB, what is the role of the school?
Any time a school is involved in testing, it should work very closely with public health authorities, and usually with private health care providers as well, to ensure that there's adequate health care delivery for the kids who test positive.

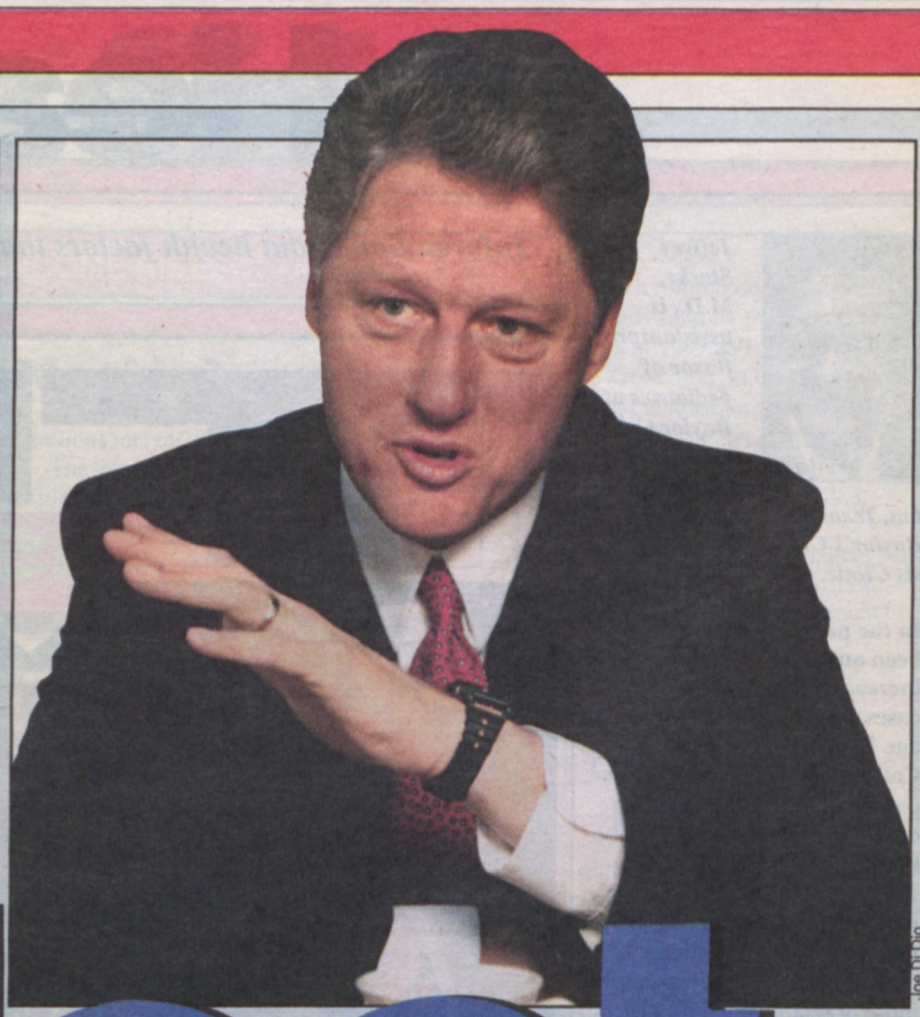
So if you're going to mass screen kids, your public health system should be willing and capable of evaluating those who test positive and making sure they complete therapy. The school nurse in particular has an important role in monitoring chronic disease therapy. So it makes sense for the nurse or someone else at the school to help take responsibility for administering medication.

That's the only way we're going to successfully attack TB.

For more information and materials on TB appropriate for adults and children, contact your state or local chapter of the American Lung Association.

The news media have been full of articles about Democratic Presidential candidate Bill Clinton. But those articles haven't answered many of the questions on the minds of NEA members. *NEA Today* editor Bill Fischer and staff writer Diane Dismuke recently put some of those questions to the Arkansas governor in an exclusive *NEA Today* interview.

Their conversation with him revealed some new dimensions in the thought and character of the man whose education stance has secured him NEA's endorsement.



Joe DiDio

Meet: Bill Clinton

How does your 12-year-old daughter, Chelsea, feel about your running for President?
She supports my candidacy strongly. She's very interested in it.

Hillary and I were concerned about my running with an only child that age, but after a lot of conversations with Chelsea, we became convinced she was ready for it—but only if she could live her own life. She's participated in the primary campaign at the Little Rock headquarters and spent two weekends on the road.

Chelsea's just finished her first year of junior high, where she's very wrapped up in school activities. She plays volleyball on the school team. And ballet is a big part of her life—she goes to class about nine hours a week.

This summer for the fifth year she studied German at the Concordia College language camp in Moorhead, Minnesota. I think she might end up taking Spanish in high school and still studying German in the summer.

For many kids today, abuse is a real problem. How has the family situation you were in as a child affected you?
Like a lot of folks who grew up in an alcoholic home, my situation was mixed. I really loved my stepfather. He was a good person, but he had a disease he could never whip.

My experience made me very sympathetic to the problems of others. I can empathize with people in pain, people in trouble. When people make mistakes, I think I'm a little more forgiving than a lot of folks. I'm always encouraging folks to do better.

I don't think I was as traumatized as are children who grow up in homes where there's a lot of physical or sexual abuse—incidents that scar people for life. But my situation did make me a lot more sensitive to those problems.

In Arkansas, we just had a legislative session devoted entirely to trying to beef up our capacity to deal with the problems of abused and neglected children. Obviously, there are severe limits to what any government can do to change the environment of an abusive home, but I think we have to try.

> "People should never have to deprive their own children in order to teach the children of others."

You've said that being governor has forced you to deal with your weaknesses. What did you mean?
When you're a governor and you have to balance budgets and resolve competing claims, you have to make really tough decisions. I grew up in a home where I was a peacemaker. I always looked for a way to accommodate people. And while I had to make tough decisions in crises, I didn't have to do it every day.

Being governor imposes the discipline of daily decision making even in difficult circumstances, which I think most people would prefer not to do. It forces you to mature. It's an important discipline to learn. And frankly, it's good preparation for being President.

As governor, you also have to know when to oppose and when to accommodate organized interest groups. If you do too much of either, you'll fail. It's the same in life: not all compromise is bad, but if all you do is compromise, you have nothing left.

To make the American system work, you have to stand up, have an agenda, have a vision, fight for it, and then bring other people along working together.

When you visit classrooms, what do you see that you could change if you were President?
Some material things could be changed. For example, a national technology policy would help schools that don't have enough computer technology or distance learning options.

Also, the federal government could be doing much more to help spread effective reform. I've spent a lot of time in schools over the past several years, and I'm convinced there are teachers who've dealt with almost every educational problem. Certainly there are teachers who've proved that all kids can learn. And there are principals who've done brilliant jobs in spite of enormous adversity. But there's no national education extension service to spread the word about how such educators have achieved success.

What do you propose?
Instead of being regulatory apparatuses, the federal and state departments of education ought to be extension services bringing every school in America the real meaning of school restructuring—empowering teachers and principals, making things happen.

I disagree with this whole Bush Administration Schools for the 21st Century concept—putting up one new school in each congressional district. We ought to spend the same $150 million figuring out how to take our best ideas and give them legs—make them travel across district and state lines.

> "There are severe limits to what any government can do to change the environment of an abusive home, but I think we have to try."

A President who understands this can build on the strength of American educational diversity. If I'm elected, that will be one of my goals.

I also think guaranteeing access to both undergraduate and graduate education would have an enormous impact for teachers. Under my plan, teachers could go back to school for a graduate degree and then pay off their loans by teaching for a year at a slightly reduced salary.

What about school privatization proposals that assume entrepreneurs can somehow do better than the public schools?
If the Chris Whittles of the world want to try an innovative approach to education, that's okay with me—as long as the taxpayers aren't underwriting the effort.

Middle class parents with kids in private schools may say that's not fair. My argument is that all taxpayers, whether they have children or not, have an

obligation to support certain public functions. We take money in social security taxes for people who actuarially may not live to receive payments because we have a public interest in the social security system.

There's a common national interest in having a system of public education that gives young people what they need.

The Minnesota charter schools idea aims to reconcile the public and private school approaches. My guess is that this plan won't go very far: it's hard to imagine how it could be systematized. What's particularly interesting, though, is that in order to participate, you have to be part of the public school system. In effect, teachers are given leave to organize their own schools.

> "It's important that teachers be really conversant on where we are and where we're going as a country."

If we had a genuinely effective public schools restructuring approach, we'd be giving that much authority to the principals and teachers in every public school anyway. That is, principals and teachers would have decision-making authority over the structure of the school day, the use of educational materials, and how to meet agreed-upon objectives.

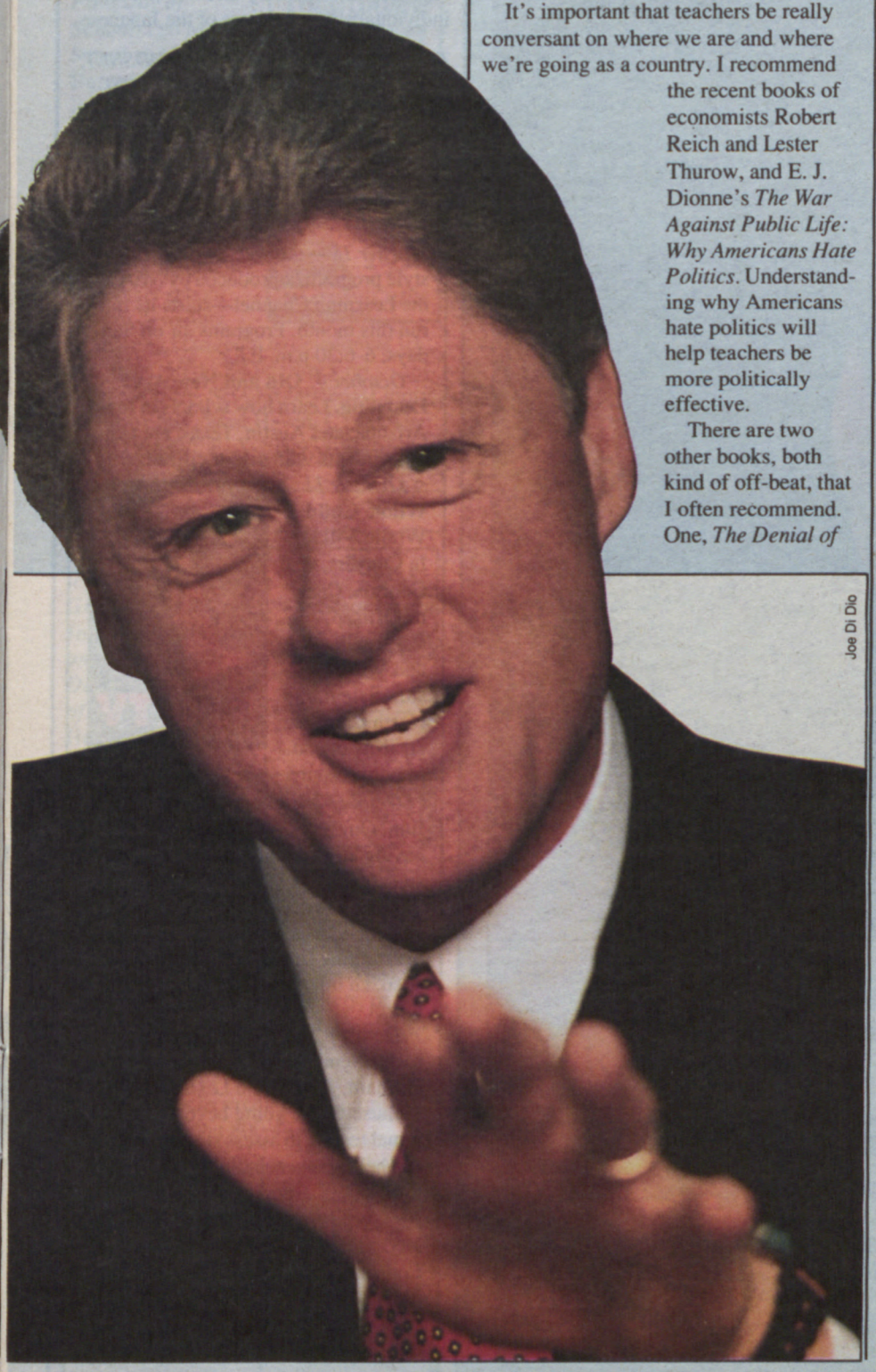
What books do you think are most important for NEA members to read?

Every educator in America should read Jonathan Kozol's *Savage Inequalities*.

I think *There Are No Children Here*, by Alex Kotlowitz, is a great book—it's about two boys growing up in the inner city. And I recommend Nicholas Lemann's *The Promised Land*, a book about the black migration to the North.

It's important that teachers be really conversant on where we are and where we're going as a country. I recommend the recent books of economists Robert Reich and Lester Thurow, and E. J. Dionne's *The War Against Public Life: Why Americans Hate Politics*. Understanding why Americans hate politics will help teachers be more politically effective.

There are two other books, both kind of off-beat, that I often recommend. One, *The Denial of Death* by Ernest Becker, won a Pulitzer Prize in the 1970s. It explains human behavior in terms of our craving for immortality. The other is my favorite work of fiction, the best book on human imagination in the last 20 years—*One Hundred Years of Solitude* by Gabriel Garcia Marquez.



Joe Di Dio

What about books for high school students?

I think kids in their later high school years should still read at least one of Shakespeare's tragedies. The tragedies give us a feel for the constancy of human frailties and for human greatness.

> "Kids in high school should read at least one of Shakespeare's tragedies, so they get a feel for the constancy of human frailties and for human greatness."

Incidentally, a couple of years ago, I walked into a high school class in Arkansas where the kids were listening to a tape of *Macbeth*. They'd just come to the last soliloquy, and I recited a bit of it—"Tomorrow and tomorrow and tomorrow...." They were stunned that I remembered the passage. Actually, in my senior year of English I memorized over 100 lines of *Macbeth*. I learned a lot about human nature from Shakespeare.

I also recommend Mark Twain's books. And it's important for young people to read something about race: *The Invisible Man*, by Ralph Ellison, was written a while back, but it's still magnificent.

Kids should read some serious biographies and historical novels, too. Every American should especially understand Lincoln and that period of our nation's history.

As governor of Arkansas, you make $35,000 a year, just a couple thousand above the average teacher's salary. How do you feel about being the lowest paid governor—and about the level of teachers' salaries?

I think teachers should make more than I do. We live in a society where in the last 15 years, top executive salaries have gone up, in percentage, about four times as much as workers' salaries and about three times as much as profits. Teacher pay has barely kept up with inflation in some places and hasn't kept up in others. That's a major issue.

With a $400 billion deficit and with over 90 percent of public education funding coming from state and local levels, the impact of the federal government on teacher pay would probably be marginal. But it would still be significant if we'd just return to the percentage of the federal budget that was going to education in 1980.

> "I tied for first in my class, but my teacher put me down to third because I talked too much."

My own pay has never bothered me much. But I'm in an unusual position: I have a wife who's done well as a lawyer. We have one child, not four or five. Our expenses aren't as great as many other people's. And I get a place to live and my telephone and transportation paid for. So it's not as bad as it sounds.

But I don't think we ought to have the situation that we have in America today, where single parents, for example, can't afford to be teachers in many places because a teacher's salary wouldn't allow them to support their children and themselves. Because of the salary situation, we basically depend on two-income families and people with no dependent children to supply an inordinate percentage of our teachers.

I know that people don't go into teaching for the money and that they make a deliberate decision not to be rich. But there's a difference between deciding not to be rich and having to deprive your own family because you're trying to help other people's children. We ought to have a policy where people at least will never have to deprive their own children in order to teach the children of others.

Do any teachers from your own school days stand out in your memory?

Absolutely. My sixth grade teacher, Kathleen Schear, just died a couple of years ago at age 90. I got my last letter from her a couple of weeks before she died. We stayed in touch always.

I remember my last day in grade school, too. I tied for first in my class, but my teacher put me down to third because I talked too much. She said she couldn't decide whether I'd grow up to be governor or be in big trouble—it would depend on whether I learned to use my gift of gab in the right or the wrong way. It was an amazing thing.

I have vivid memories of my junior and senior high school teachers, many of whom I've seen over the years. My 10th grade world history teacher, Paul Root, is now the dean of education at one of Arkansas' public institutions of higher education. He worked for me for a while when I was governor. He's gone around the country making speeches about what we in Arkansas have tried to do for education. He's still a close friend.

I've tried to let my teachers know how much I appreciate what they did for me. I wouldn't be here today but for their impact.

RESOURCES

TV Tips

Ghostwriter—*PBS, Sundays, starting Oct. 4; check local listings for times.* A new Children's Television Workshop mystery-adventure series aimed at developing literacy skills in seven- to ten-year-olds.

The Great White Shark: Lonely Lord of the Sea—*TBS, Sunday, Oct. 4, 10-11 p.m. ET.* The story of a three-year Cousteau Society expedition off South Australia.

Space Age—*PBS, Mondays, starting Oct. 12; check local listings for times.* Six-part celebration of 1992 as International Space Year examines the history of space and how the space age has transformed the earth and its inhabitants.

For a free poster/teacher's guide, contact your local public TV station.

Columbus and the Age of Discovery—*PBS, Thursdays, Oct. 15, 22, and 29; check local listings for times.* Beginning of a seven-hour documentary.

For a free teacher's guide and newspaper for fifth to eighth graders, write to WGBH Print Projects, 125 Western Ave., Boston, MA 02134.

Follow the Election—*PBS, Friday, Oct. 16; check local listings for times.* A look at this year's elections, with a special focus on women in politics.

The Battle To Lead—*CNN, Sundays, 10-11 p.m. ET. Oct. 18:* "Bill Clinton of Arkansas." *Oct. 25:* "The Public Mind of George Bush."

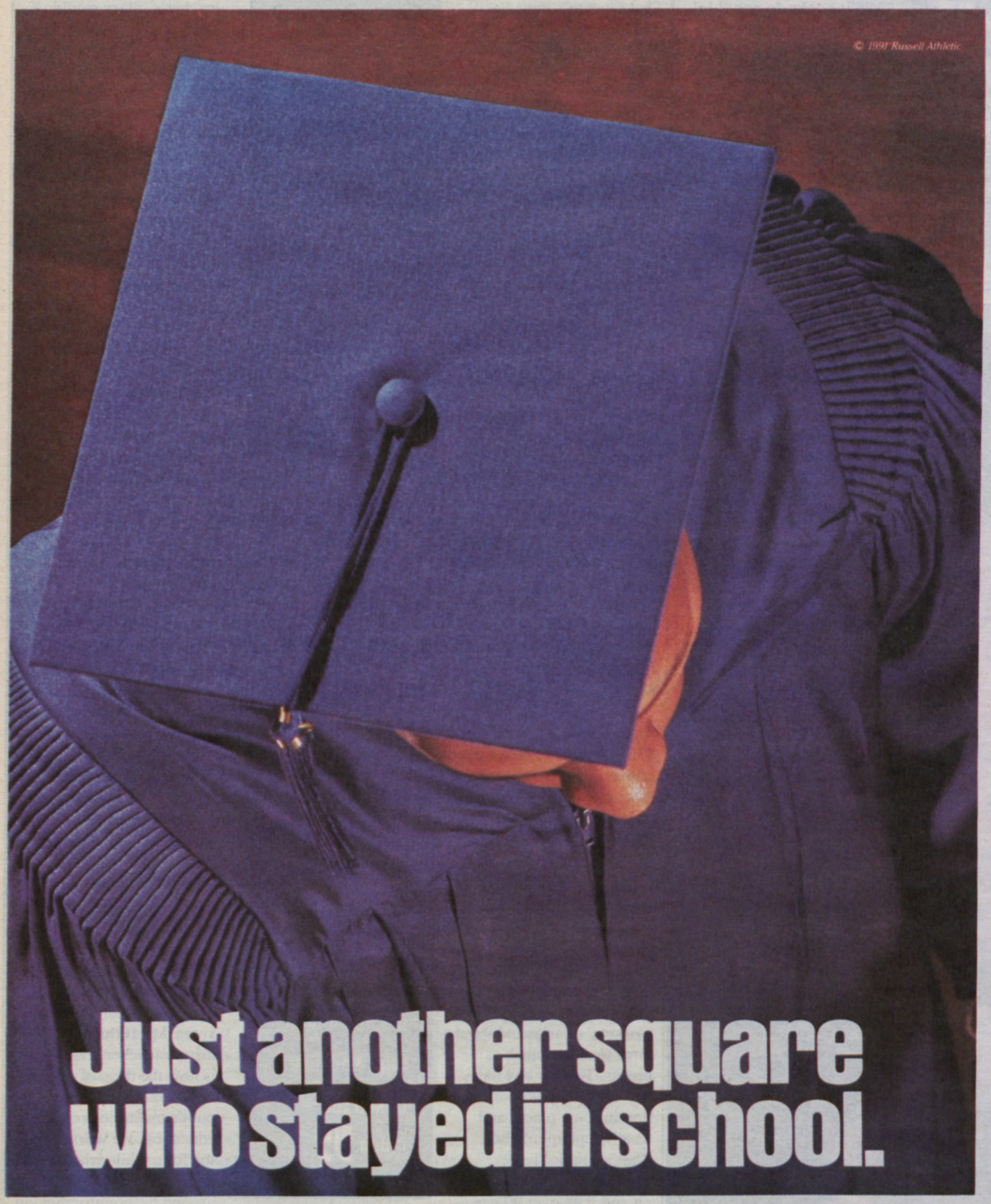
Sexual Considerations—*CBS, Tuesday, Oct. 20, 4-5 p.m. ET.* Schoolbreak Special about sexual harassment in high school. For a free study guide developed by Kidsnet, contact your local CBS station.

Stood Up—*ABC, Thursday, Oct. 22, 4-5 p.m. ET.* Afterschool Special about a high school girl who sues a gymnastics star for standing her up for the school prom.

Democracy in Action—*PBS, Friday, Oct. 23; check local listings for times.* A Russian journalist looks at our Presidential election and our electoral process.

Portrait of Japan—*TBS, Monday, Oct. 26, and Tuesday, Oct. 27, 8-10 p.m. ET.* A Japanese documentary director examines individualism in the lives of the Japanese.

These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, D.C.



As America's best known athletic teamwear manufacturer, we know what it takes to be competitive. And we also know that no other uniform can compete with a cap and gown. So we're making posters like this ad available to coaches and teachers to help remind athletes what great shape an education can leave them in.

RUSSELL ATHLETIC WORN BY AMERICA'S TOP TEAMS 42

STAY IN SCHOOL

For more information about our "Stay In School" campaign, write: Russell Corporation, Dept. M, P.O. Box 272, Alexander City, AL 35010.

On Teacher TV

Teacher TV—the weekly magazine-style program coproduced by NEA and the Learning Channel—starts its fall run this month. Programs air on Sundays, 6-6:30 p.m. ET.

October 4: **Old and New Age Learning.** Learn how schools in Mesa, Arizona, and Austin, Texas, are teaming students with senior citizens.

October 11: **Whole Child, Whole Village.** In Conyers, Georgia, Central Kitsap, Washington, and Winston-Salem, North Carolina, an array of community resources are helping students.

October 18: **Economics of Education.** Our recessionary economy is having an impact on teachers and students in Rockland, Massachusetts. The Bellevue, Washington, district has developed a collaborative process for distributing scarce school resources. Also, an interview with Jonathan Kozol.

October 25: **Alternative Assessment.** Schools in Manhattan, Kansas, Gorham, Maine, and Lexington, Massachusetts, are going beyond traditional testing to assess student progress and help teachers individualize instruction.

November 1: **Appreciating Diversity.** Students in Abita Springs, Louisiana, Susquehanna, Pennsylvania, and Chandler, Arizona, are learning how to live in an increasingly diverse world.

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Recorded Books: Children's/YA Catalog. Seasonal catalog lists current and classic unabridged books for children and young adults (by, for example, Voigt, LeGuin, Peck) recorded for sale or rent on audiocassette. Free. Recorded Books, Inc., 270 Skipjack Rd., Prince Frederick, MD 20678, 800/638-1304, FAX 410/535-5499.

PEDAGOGY

Countdown to the First Day of School. Leo M. Schell and Paul Burden. Organizes important preparations for Day One and the rest of the year into a 60-day checklist that covers everything from getting acquainted with other school staff to designing an inviting classroom to developing lesson plans. 56 pp. $4.95. Stock no. 2150-9-00-FF. NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200, FAX 203/933-5276.

COUNSELING

The Ultimate College Shopper's Guide: 327 Lists of Insider Rankings and Comparative Data on Hundreds of Schools. Heather Evans and Deidre Sullivan, compilers. Offers most/least, best/worst, highest/lowest rankings of colleges on dozens of dimensions, including SAT scores, size, student newspaper quality, sports reputation, degree of preppiness, and other on- and off-beat statistics. Addison-Wesley. 448 pp. $12.95 from booksellers; or prepaid by check (add your state sales tax) to Addison-Wesley, Special Markets Department, One Jacob Way, Reading, MA 01867; or by credit card charge (with about 8% p&h) at 800/447-2226.

From College to Career: Entry-Level Resumes for Any Major. Donald Asher. Aimed at recent college graduates, this thorough guide reproduces real resumes and explains the ins and outs of the successful job search in ways that apply to the needs of job-seekers of any age. 192 pp. $7.95. From booksellers or by mail prepaid (add $2 p&h) from Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707.

VIDEO

Videographing the Pictorial Sequence. Mendel Sherman. Aimed at teachers, students, media specialists—anyone with a camcorder—this booklet shows how to take and sequence the five basic video shots. 60 pp. $7.50 ($15.50 for three), prepaid. Association for Educational Communications and Technology (AECT), Dept. N, 1025 Vermont Ave., N.W., Suite 820, Washington, DC 20005, 202/347-7834, FAX 202/347-7839.

SOFTWARE

Only the Best: Annual Guide to Highest-Rated Education Software/Multimedia for Preschool-Grade 12, 1993 Edition. Shirley Boes Neill and George W. Neill. An annual listing of new software programs that have achieved uniformly high ratings from key software evaluators. 144 pp. Single copy, $27.95; 4-9 copies, $24.04 each; 10-29, $22.64; 30-99, $20.96; 100-499, $13.97; 500 or more, $10. Education News Service, Box 1789, Carmichael, CA 95609, 916/483-6159.

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Photographs by Tom Hindman

A few lucky schools have private godmothers to help them live up to their potential. But inevitably, midnight still comes when the grant runs out.

In Guilford, Maine, the foundation of corporate giant RJR Nabisco has helped put a small rural high school on the way to big-time restructuring—with a three-year grant of nearly $600,000. Nabisco has passed out $30 million to 43 schools.

In Stamford, Connecticut, Champion Paper has spent $2 million to help create a new system of middle schools and plans to spend another $1.5 million a year for school projects in other communities.

And, just recently, Sylvania Lighting announced it will contribute a dime toward the purchase of books for each Sylvania light bulb UPC that schools and libraries collect and send in.

But this isn't a story about corporate America's generosity to public schools and libraries. It's a story about school reform and how money really can make a difference—how it already has made a difference—in one very small school in Maine. And it's a story that will end with a question: What happens when the grants run out and schools are forced to fall back on traditional financial resources?

Piscataquis Community High, a school of some 300 kids, north of Bangor, will face that reality in another year, when its three-year, $571,000 grant from RJR Nabisco's Next Century Schools Program runs out. But, until then, the school's riding high.

Some political leaders in America today—including President Bush—continually argue that schools don't need more funding to improve.

Don't try to make that argument to NEA members at Piscataquis Community High School. They've seen first-hand what a difference added dollars can make. The RJR Nabisco grant has allowed PCHS to:

- ► run an extensive staff development program to train teaching staff about cooperative learning and other instructional techniques. Nearly two-thirds of the grant is targeted for staff training.
- ► pay teachers to attend site-based decision making meetings.
- ► develop a completely revamped curriculum to coincide with detailed guidelines from the state department of education for what Maine students should know and what skills and attitudes they should have when they graduate.
- ► purchase 30 computers that are tied into an electronic mail system that connects all of the school's 24 teachers.
- ► expand foreign language classes to include 85 percent of freshmen.
- ► award mini-grants for interdisciplinary planning that organizes curriculum units into longer time blocks.
- ► refashion business, vocational, and physical education classes to reflect contemporary social issues.
- ► focus learning on mastery, not course completion.

Piscataquis Community High is an unlikely leader in school reform. The high school is located in a rural area, where incomes run below average. In this part of Maine, more than a third of the residents never get a high school diploma. The county is the only one in the state without a postsecondary school—or even a movie theater.

What Piscataquis Community High does have going for it, says PCHS Principal Norman Higgins, is an eagerness to move forward. Officials at the RJR Nabisco Foundation, he notes, "are looking for schools with a willingness to change."

Local Co-president Peggy Cleaves

The RJR Nabisco Foundation has found that willingness to change at Piscataquis Community High. And the RJR Nabisco Foundation dollars are now making change possible. Many of those dollars, points out PCHS curriculum chair Donna Vigue, are going to pay Piscataquis teachers to develop curriculum that can be used for years to come.

"We're developing a living, working document that does more than sit on the shelf and collect dust," Vigue emphasizes. "We're equipping every teacher to call upon any component either on paper or on computer disk at a personal work station.

Piscataquis faculty are also revamping the school's approach to assessment. With the help of outside consultants funded by the RJR Nabisco grant, NEA members at Piscataquis Community High are initiating a new assessment system that will ask students to demonstrate their mastery of subject matter through portfolios and projects.

All the restructuring underway at Piscataquis Community High demands hours and hours of extra time for planning and decision-making meetings. Faculty at Piscataquis Community High are compensated for all the extra time they spend at these meetings, through funds provided by the RJR Nabisco Foundation grant.

Piscataquis High School students are among the lucky recipients of their school's corporate largesse. They'd like to believe it means learning "happily ever after."

These frequent meetings, note local Association Co-Presidents Nancy Grant and Peggy Cleaves, have helped Piscataquis Community High forge ahead of other Maine schools on core curriculum development, and they're proud of the school's progress. But they also acknowledge that the extra resources available for change at Piscataquis Community High have exacerbated inter- and intra-district inequities.

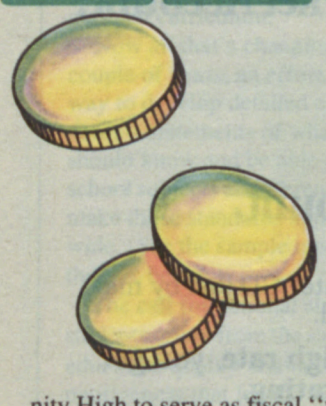
Cleaves, a fifth grade teacher at Guilford Middle School, says there's "some discomfort within the district over whether teachers should be paid for attending site-based decision-making meetings, since teachers in other schools aren't."

In another year, the RJR Nabisco funding will be gone, and that raises another problem: what will happen with all the school's site-based decision making meetings?

"There'll always be those who keep going to committee meetings because it's the professional thing to do," Cleaves says. "But at some point you burn out. It sometimes does make a difference to get extra income for spending the extra time."

Corporate foundations like RJR Nabisco expect their grants to "cinderella" schools like Piscataquis Commu-

Cinderella School



nity High to serve as fiscal "wands" that will touch off a chain reaction of change in America's schools.

"Business should be a major agent of educational reform," insists Louis Gerstner, Jr., chairman and CEO of RJR Nabisco.

But business leaders are also quick to acknowledge that they have no intention of taking over government's responsibility to fund public education. Their grants to schools like Piscataquis Community High are distinctly short-term affairs. Sooner or later, the grants always run out.

Local Co-president Nancy Grant

"Private donors have no responsibility to carry their chosen beneficiaries any longer than they choose," notes Gary Watts, the senior director for NEA's National Center for Innovation. "It's unreasonable for these donors to loom larger than local, state, and federal governments, which are legally responsible for giving public schools what they need."

Adds Watts: "The donor has no underlying responsibility to carry these schools permanently, so after a set time, they'll be thrown back on their own resources."

We're not "totally naive about what the future will bring after the grant money dries up," admits Donna Vigue, the curriculum chair at Piscataquis Community High. She believes the RJR Nabisco Foundation funding has enabled the school to get a leg up on curriculum revision and enrich teaching practices.

And after the RJR Nabisco funding lapses, what then?

"I don't believe we have a school board that's just going to sit back and let us fail to innovate after the grant ends in 1993-94," says Vigue. "In some respects, when the grant dries up, it'll be like what it was with the school board before: we'll win some and we'll lose some."

If fairy godmother funding doesn't necessarily mean "happy ever after" even for the Cinderella schools like Piscataquis Community High, what about the schools all across America that have to struggle along without a Cinderella grant? For every fortunate school that receives an RJR Nabisco funding bonanza, many more don't. Some 4,000 schools, for instance, applied for Nabisco funding and were rejected.

These schools—the vast majority of America's schools—and even the Cinderella schools like Piscataquis Community High all face the same reality. Innovation in America's schools will continue to sputter along until government at every level—local, state, *and* federal—meets its responsibility to adequately fund education.

—Victoria Lytle

Members of the PCHS steering committee: seated from left to right, Sue Fierce, Donna Vigue, Bill Thompson; standing from left to right, Beth Leavitt, Norman Higgins, John Skillin, and Rusty Sweeney.

Piscataquis High Principal Norman Higgins says RJR Nabisco's educational grants go to "schools with a willingness to change."

11 p.m.

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TMM102

SETTING STANDARDS

MAKING KIDS

MEASURE UP

The push is on for uniform standards for what U.S. kids should know and be able to do in key subject areas.

Throughout U.S. history, states have decided independently of one another what goes into their school curriculums. There's been no national curriculum.

Now all that's changing. In the last couple of years, an effort has been under way to develop detailed content standards—statements of what students should know and be able to do in key school subjects at different levels—and to make those standards applicable nationwide. (See the sample math standard in the box below.)

The call for national standards for students arises from the same concern for education quality and international competitiveness that led the nation's governors to adopt the Six National Education Goals in 1990.

It's related also to making subject standards more absolute and to a desire to raise achievement of U. S. students, achievement that some some say has been too low, too long.

National standards also coincide with the revolution in the technology of assessment. Aware of the limitations of paper-and-pencil tests, test reformers are turning instead to so-called "authentic assessment" techniques, such as portfolios and projects. They would use these methods for assessing how well students are meeting national standards.

In the last half dozen years then, subject matter groups—mostly with federal or foundation funding—have begun work on national standards.* So far standards have been completed for only one subject, mathematics, in 1989—an effort that actually began in 1986.

The other standards are expected to reach final form in the next couple of years.

How will national standards affect what goes on in the classroom? The standards are a part of a larger package that includes curriculum, instructional methods, and a system for assessing how well students are meeting the standards.

The assessment part of the package is the one that's grabbed all the headlines, especially the notion of national tests with scores reported for individual students.

"Talk about some kind of national test has subsided now," explains B. J. Yentzer who heads NEA's Education Policy and Professional Practice department. "The view that's prevailed is that tests ought to be used to improve teaching and learning, not to function as sole determinants of students' educational futures."

This view squares with NEA's position on the issue. Delegates to the 1992 NEA Representative Assembly voted to oppose standardized testing that is mandated by a state or a national authority. And delegates also opposed the use of these tests to compare one school district with another.

Bruce Kellman

In fact, the kinds of assessment that will turn up once the subject matter standards have been published could be anything but uniform and national.

"Anyone can develop curriculum/instruction/assessment packages to go with the standards," explains education policy analyst Rod Riffel, who's following standards developments for NEA.

"You could have different groups," Riffel says, "a private test publisher or one of the subject matter groups itself, come out with tests and curriculum that match the standard."

The National Council of Teachers of Mathematics is already publishing such curriculum and tests in math, and the College Board is about to offer high schools its Pacesetter curriculum and tests, modeled on the Advanced Placement exam but targeted on the general student population.

"Or the states may commission their own curriculum/instruction/assessment packages," Riffel adds. "They often like to have their own products rather than buy off the shelf."

Another likely player is the National Assessment of Educational Progress (NAEP), which has been sampling student achievement nationwide since 1969. The NAEP governing board is planning to align its tests with the new curriculum standards that are developed.

NEA observers have some concerns about how the national standards process plays out. These are:

► *Budget crunch.* The persistent shortfalls in state and local education budgets could mean not enough money is available to make use of the new technologies of authentic assessment. Hence national standards and assessment could add another layer of conventional paper-and-pencil test-taking rather than make use of the new approaches.

► *Restructuring.* In their enthusiasm for reform, state legislatures and boards of education and local school boards could easily end up imposing standards, curriculums, tests on schools—in the process uprooting fragile efforts at site-based decision making.

► *Local participation.* Similarly, to make the standards reflect local standards, local communities need to participate in developing and implementing curriculum and assessment practices.

"Local school districts will need to buy in to whatever curriculum and tests are used," says Association member Arthur Ollie, of Clinton, Iowa, who's a member of the science curriculum standard committee. "If a curriculum isn't believable locally, it's not a successful curriculum."

► *Equity.* It's not fair to establish standards for student achievement without also creating equity in the educational resources available to children.

One arena where the concerns for equity are being addressed is the U.S. Congress. Two quite different versions of standards legislation are contained in the House and Senate versions of the NEA-supported Neighborhood School Improvement Act.

The NEA is lobbying for a provision in the final bill that, like the House bill, requires that the resources available to schools be adequate before any standards can be set for kids.

The specifics of national standards may not be predictable, but it's a good bet that the process heralds major changes in what American students learn in school.

—Nancy R. Needham

**The other subject areas (besides math) and the groups that will be developing standards for those subjects are: English (National Council of Teachers of English, Urbana, Ill. and the International Reading Association, Newark, Del.), Civics and Government (Center for Civic Education, Calabasas, Calif.), Geography (National Council for Geographic Education, Washington, D.C.), History (National Center for History in the Schools, Los Angeles), Music/Art/Dance (c/o National Council for Arts Education, Reston, Va.), Science (National Academy of Sciences/National Research Council, 50 groups including the National Science Teachers Association, Washington, D.C.).*

A Sample of New Math Standards

"For students in grades 5-8, the mathematics curriculum should include exploration of statistics in real-world situations so that students can—

- systematically collect, organize, and describe data
- construct, read, and interpret tables, charts, and graphs
- make inferences and convincing arguments that are based on data analysis
- evaluate arguments that are based on data analysis
- develop an appreciation for statistical methods as powerful means for decision making."

*From *Curriculum and Evaluation Standards for School Mathematics,* National Council of Teachers of Mathematics, 1989.

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TED102

Innovation

How NEA members are changing the way schools work

Chattanooga School for the Arts and Sciences

The K-12 Chattanooga School for the Arts and Sciences, housed in this circa 1920s building, is only six years old, but its focus on student-centered teaching and learning has caught on. Parents queue up each fall to enroll their kids.

One of a Kind

Here's a K-12 school where you won't find bells, a PA system, or (get this) teachers on lunchroom duty. What you will find is a commitment to help every student learn—for a lifetime.

The Chattanooga School for the Arts and Sciences (CSAS), an inner-city public school in a historic building, may well be the only school in the country that applies Mortimer Adler's "Paideia" concept to students in grades K-12.

Adler's theory that "all children have the same destiny of being a citizen, a productive worker, and a lifelong learner" is embraced by faculty, parents, and community members. They hold that the best education for the best student is the best education for all.

CSAS opened in 1986 as a middle school. It's been adding grades ever since. Now it has 64 teachers and 1,200 students in grades K-12. The first senior class graduated this spring.

The school, with a student body that's 55 percent white, 42 percent Black, and 3 percent Asian, draws students from all over the city. Students aren't admitted solely on the basis of academic merit. The most important criterion for admission is a high level of commitment from both students and parents.

There are requirements here that you won't find at most other schools, magnet or not. All high school students are required to take four years each of English, three years each of math, science, and social studies, and two years of arts courses. They're required to take a foreign language every year for all 13 years. And seniors are required to complete 100 hours of community service.

The school's designed to be truly democratic. There are no tracks here, and no labels: no AP courses, no vocational courses, and no remedial courses.

"We want every student to follow a pre-college curriculum," says principal Bill Kennedy.

What stands out most for visitors to CSAS is the school's emphasis on active learning. Teachers are, for the most part, coaches and discussion leaders, not lecturers.

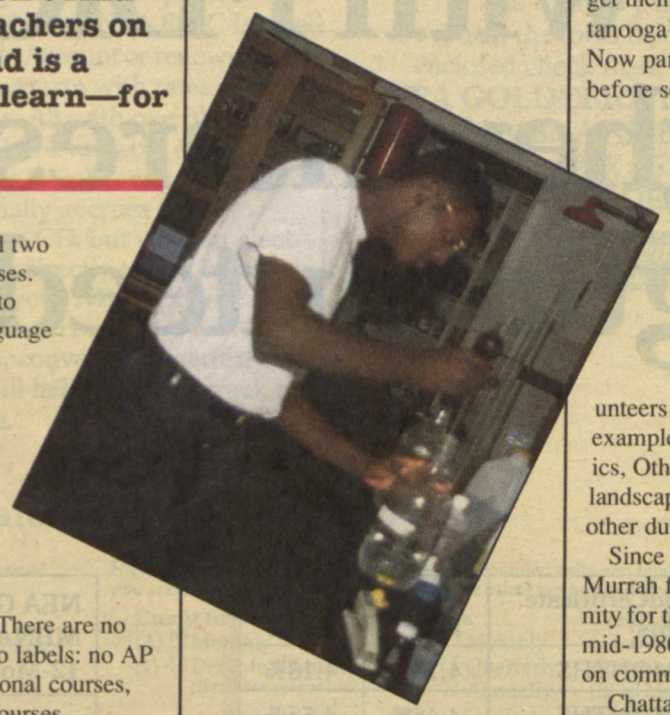
"We try to minimize teachers talking and kids listening," says NEA member Kennedy. "And we consider it important that kids read."

When it comes to bringing less intellectually adept students up to the pace set by more advanced students, teachers do a lot of coaching, says sixth grade math teacher Wilhelmina Moore. "We try to guide students along—help them find the answers, not tell them the answers."

After they get used to this style of teaching, students are often the first to ask teachers to coach them so they don't fall behind their peers.

Coaching goes on before and after school and during the lunch period. Both administrators (who also teach some classes) and teachers handle coaching tasks.

In addition to regular classes, all students participate in regular socratic seminars, each facilitated by a teacher/moderator. Using a question-and-answer dialogue, students work primarily in groups, discussing problems they've had in learning specific material.



All students must study a foreign language each year; seniors must put in 100 hours of community service to graduate.

The seminar method is most readily adaptable to teaching literature, art history, or social studies, but the teachers have imaginatively applied it to math and science as well.

Each Wednesday, the school sets aside an 80-minute block of time for a "formal" seminar when students read the same piece of literature or article from a magazine. Students are grouped according to school level (grades K-5, 6-8, and 9-12).

"Typically we'll use the seminar to teach a chapter of a classic like *Les Miserables* or a series of paintings like *The Voyage of Life* by Thomas Cole, by asking students to critique it," says CSAS teacher Wilhelmina Moore.

Kennedy says they're not so concerned with covering an entire poem or novel. In fact they may read only a provocative passage.

"We're trying to spark their interest," explains Kennedy, "so when you pass students in the hall after the seminar, they're still discussing it."

When CSAS admitted its first ninth graders five years ago, no one expected that parents would soon be camping out overnight to get their children a spot in Chattanooga's first magnet school. Now parents not only camp out before school opens, they stay involved all year.

The school requires parents to volunteer two hours a month in service to the school and to attend two conferences with teachers each year. A number of parent volunteers teach mini-courses in, for example, quilting or auto mechanics, Other parents volunteer for landscaping, building upkeep, or other duties as assigned.

Since local business leader Jack Murrah first lobbied the community for the Paideia approach in the mid-1980s, the concept has caught on communitywide.

Chattanooga's Elbert Long Elementary School was converted to a K-6 Paideia school last school year, and three neighborhood schools are being converted this year.

The popularity of the Paideia method is due in large part to the underlying philosophy.

"We try to teach you to learn so that you can become a lifelong learner," Kennedy sums up. "We also try to instill in kids the idea that school is not the only place to learn.

"It's a struggle. We know our approach isn't perfect. But it seems to be the type of educational philosophy that meets the needs of more kids than anything else we've seen."

—Victoria Lytle

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First Chicago, Chicago	3.65%	3.72%
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(Depositor)

2) _____
(Depositor)

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(Depositor)

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(Street Address)

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(City, State, Zip)

( ) _____ ( ) _____
Home Phone Business Phone

ACCOUNT TYPE: (Please check one)

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TCD102 10/92

People

Mike Takash

Animate Locally, Compete Globally

You might say Coronado Beach (Florida) Elementary School's animation club has been on a roll, racking up awards at the local, state, and national level.

The 21 fifth graders who make up the club are guided by art teacher **Steve Hardock** (right) and music teacher **Charles Moskowitz** (left). Together they created "The Process of Animation."

The four-minute video took top honors in the Volusia Association for Media in Education and in regional and state competition before going on to win "best of show" in the next level of competition held by the Association for Education Communications and Technology. That win assured them a place in an international competition. "We haven't been told which international show we'll be in," Moskowitz says. "We think it may be a festival in Italy in the spring of 1993."

Filmed in short vignettes, the video shows how students create animation projects in the classroom, using "claymation" (moving clay figures) and an electronic keyboard synthesizer with rhythm box.

Classroom of the World

It's October. That means **Alpha Frank's** second grade classroom is now a circus. Literally.

Understand that Frank's classroom—at Hubbard Elementary in Kuna, Idaho—is never just a classroom. When it's not a circus, it's a rain forest (pictured here) or a storybook fantasy land, or a winter wonderland, or whatever else Frank can envision and create.

Parents, friends, and Frank's own family make most of the elaborate decorations themselves. Then they spend about 12 hours working together to transform the classroom.

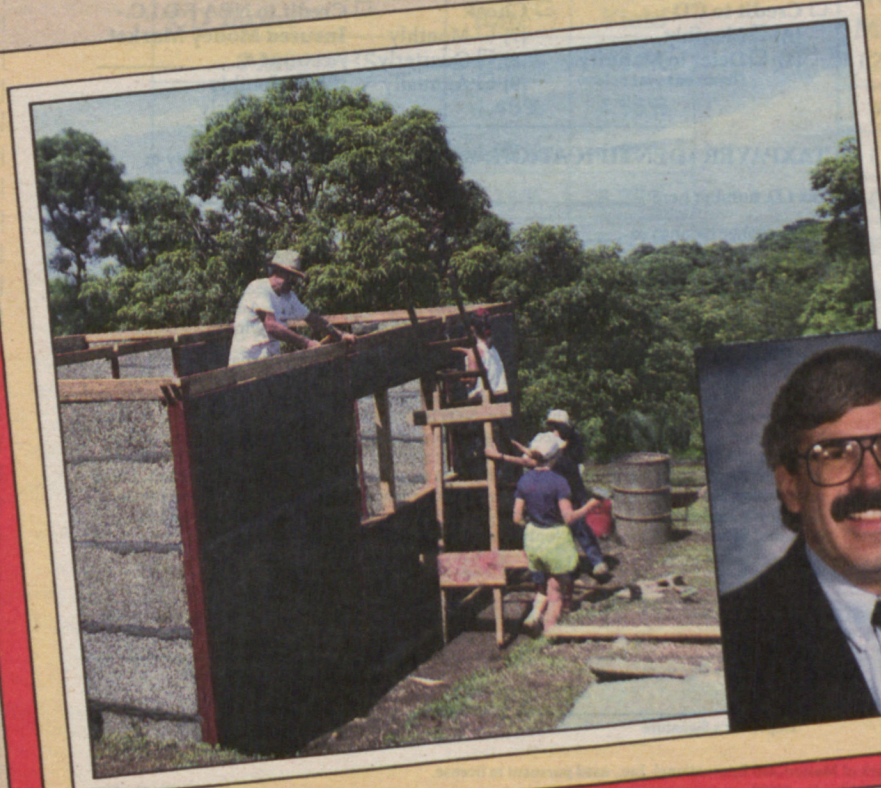
The re-creations are full of intricacies. The rain forest, for example, contains not only visual elements—three 6-foot-tall artificial trees with branches extending across the ceiling, papier mache reptiles and animals, and a stuffed macaw—but sounds as well. Frank's brother, an acoustical expert, built speakers into artificial rocks so Frank could play tapes of falling rain and the noises of forest animals.

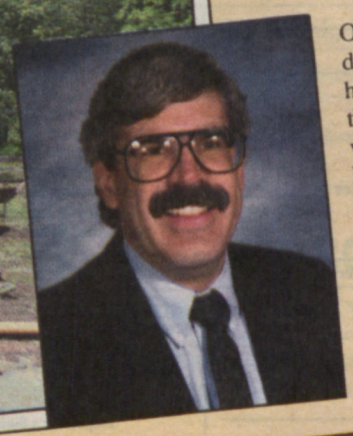
The classroom ceiling is covered with camouflage netting, giving the appearance of vines. Artificial flora, including more than 200 handmade orchids, cover the floor.

Frank pays for most of the supplies herself. Parents chip in, too.

Classroom elements are tied to the motifs. In the rain forest setting, an ocean that runs along the edge of the forest offers a reading corner. The kids bring in stuffed alligators, and don sun hats while they read in beach chairs. The youngsters also create rain forest T-shirts, complete with glitter.

"The opportunities are endless," says Frank, who takes full advantage of all her re-creations. "With our circus motif, we concentrate a lot on clowns' exaggerated happy, frightened, and sad faces to discuss feelings. We start every day by talking about self-esteem."





Helping Hammers

During the school year, Maryland math teacher **Peter O'Dell** works with pencil, paper, graphs, and calculators, teaching his students about the mathematical side of life.

But every summer, O'Dell, joined by his daughter Julie, takes up a hammer to build homes for those who need shelter—whether they're in Nicaragua (project pictured here), Kentucky's Appalachian mountains, or nearby western Maryland.

O'Dell honed his skills working with a master carpenter and contractor on various building projects over the last 18 years. When his neighborhood church asked members to help build homes for the poor, O'Dell jumped at the chance.

"Here was an opportunity to use my skills to help those less fortunate than we are," explains O'Dell. "There's nothing like the look on people's faces when they step into the finished home and realize it's theirs."

During the projects, each day is filled with back-breaking work—from laying down concrete foundations to building walls and roofs.

"There've been days where everybody's wiped out from working, but there's a real feeling of accomplishment when these buildings go up," says O'Dell. "This work teaches you a lot about life, about caring, and about sharing your work with others."

Pam Benham

Pam Benham

Beijing Honors American Teacher

Larry Salzman

The competition was fierce—several hundred Chinese paintings in the international division—but Minnesota art teacher **Dee Teller's** black ink painting of a running horse (inset photo) captured third place honors and a bronze trophy.

Teller, who teaches elementary art in the Owatonna school district south of Minneapolis, studied brush painting in Hangzhou, near Shanghai, in 1987. Much of her training involved copying the masters.

"I don't believe in copying," says Teller. "I teach my students to be original. But copying was good for me. It helped me perfect my brush strokes."

A Chinese friend who teaches art in Shanghai invited Teller to enter the contest. Of the 6,000 entrants in the Chinese and international competitions, the Minnesota teacher was the only woman and the only non-Asian to win.

"Freedom of expresssion is what makes my work," explains Teller. Her award-winning painting, now part of an exhibit of works by China's most famous 20th-century artists, will tour China and then join a permanent collection in Beijing's Xu Beihong Memorial Hall.

In the Van-Guard

When it comes to *Good Housekeeping* awards, **Terry Lindner's** (back row, fourth from left) Wild Dream Team has really cleaned up. Lindner's students at State College (Pennsylvania) Area High School whipped up a prize recipe that garnered a van for their local Easter Seals chapter and considerable acclaim for themselves.

The Wild Dream Team's Bandito Vegetables, made with (Paul) Newman's Own Diablo Sauce, won a contest cosponsored by the magazine and Newman's Own. The prize: $10,000 for their favorite charity and $5,000 for the store that sold the product used in their recipe. The Dream Team had ordered the sauce by mail, and the distributors, Cantisano Foods, gave the $5,000 to Easter Seals in the class's name.

The Bandito Vegetables triumph is just a step in Lindner's long-term teaching strategy. A year earlier, the Wild Dream Team—a special education class of just over a dozen kids who spend several years with Lindner and her coworker, parapro Sharon Pearson (standing next to Lindner)—pulled together enough frequent flyer tickets and donations for a trip to Orlando, Florida.

"The best thing we can teach the kids is to work as a team, not be focused only on their own needs," says Lindner. "With the Florida trip, they used teamwork in learning to help themselves. The next step was to do something for others."

Even so, the contest's visible rewards didn't all go to Easter Seals. The Wild Dream Team has had lunch with Paul Newman and appeared on *CBS Sunday Morning with Charles Kuralt*. Formal presentation of the van to Easter Seals took place at halftime of the 1991 Notre Dame-Penn State football game, which the Wild Dream Team watched from the box of Penn State coach Joe Paterno.

Pat Little

And the award won't be forgotten as long as the van, inscribed "Wild Dream Team," with the team members' names, is on the road. "We're a small town," notes Lindner. "We see the van driving children around all the time."

RESEARCH CLUES

Tomorrow's Teaching STARS

Can You Spot Them Today In Half An Hour?

You sure can, insists Professor Martin Haberman. Just ask the right questions then listen for the right answers.

Martin Haberman, a professor of education at the University of Wisconsin at Milwaukee, began looking for star teachers more than 30 years ago. As a faculty member in a master of arts in teaching program, he noticed that graduates—all presumably well-prepared—showed great differences in performance once they got into urban classrooms. Haberman realized nobody knew how to predict which graduates would succeed as urban teachers and which wouldn't even stay in the profession.

As he investigated the differences, Haberman says, he found "it's not personality that makes teachers succeed, but predispositions to act or behave in certain ways. It's a particular commitment."

"If you find someone who's predisposed to act in a thoughtful, energetic way on seven key dimensions," Haberman says, "you've found a potentially successful urban teacher."

The seven make-or-break dimensions are: persistence, response to authority, ability to move from theory to practice (and back again), approach to at-risk students, professional orientation, resistance to burn-out, willingness to deal with fallibility.

"In each area we developed questions by testing them repeatedly with 'star' teachers and again with 'quitters'—people who left teaching as self-described failures," Haberman explains. "The middle 80 percent we ignored."

The stars answered differently from the quitters, Haberman found, and from the answers of both groups he ended up with a data base of "right" and "wrong" answers.

Now Haberman has developed a structured 35-minute session in which two interviewers put these questions to would-be teachers. But in Haberman's sessions—unlike most job interviews—giving a right answer is vital. In fact, if a candidate gives an answer that quitters give to any question, he or she fails the interview.

So far, the interview method has been used extensively with college graduates who did not major in education. Haberman says its failure rate is less than 3 percent. (That is, when the ratings from the first year of teaching are compared to the interview ratings, this method predicts success and failure in urban teachers in almost every case.)

Given Haberman's 97 percent success rate, why aren't more schools and colleges of education looking him up?

Actually, lots of urban school districts are. Haberman's supporters include schools in Chicago; Milwaukee; Gary and Hammond, Indiana; Houston; Dallas; and many other cities. Most are looking for promising college graduates to work with children in poverty in multicultural schools.

Still, Haberman finds that he's at odds with many other educators not only over the best way to recruit urban teachers but over how to prepare them for successful teaching careers. Most teacher educators would put recruits into traditional teacher education programs or into master's degree programs during their first year of teaching. Haberman wouldn't.

"I'm criticized for being against coursework," Haberman explains, "but I'm only against coursework in the first year. Traditional coursework doesn't help novice teachers; in fact, it's a hindrance.

"Mentor teachers—not professors—are the most appropriate educators for beginning teachers," Haberman adds. "Also, with mentors, the profession improves itself by creating career ladders for teachers who want to stay in schools and not be administrators.

"Novice teachers should have experience on the job before they start graduate courses," he continues, "so they can deal more equally with professors—who aren't likely to know much about teaching in urban schools. Experienced teachers ask questions—they don't just take notes."

Haberman says this process actively recruits minorities. "There are lots of mature minority adults out there, with degrees in fields other than education, who can become excellent teachers," Haberman claims. "Fifty-eight percent of the people in the Texas alternative certification programs are minorities. So are 75 percent of my Milwaukee students."

Could Haberman's interview instrument be used with people already working in schools? For example, to identify support staff who'd make good urban teachers?

"We'll know in another year," Haberman says. "An urban teacher program in Detroit has used my interview to recruit support staff. The candidates are in college now, and soon they'll be starting to work in schools."

What about in-service training—could Haberman's approach help current teachers pinpoint areas for improvement? This isn't a question Haberman seems to care much about. In-service education is clearly not his thing.

"I believe in selection more than in change," Haberman says. "It's easier to find good new people than to change adults who are already there.

"Besides, the greatest need in urban schools is to hire new teachers to replace retirees," he concludes. "In some districts, a third of the staff will be retiring in five years."

—Nancy R. Needham

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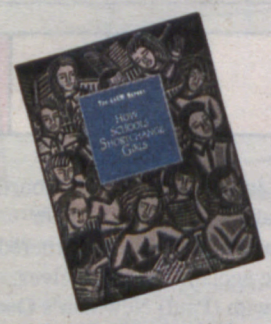

How Schools Shortchange Girls

The AAUW Report

Gender bias in the '90s? You bet! Is there tacit encouragement of sexual harassment in your school? Probably. Research shows that girls are not receiving the same quality, or even quantity, of education as boys. As restructuring moves forward, the gender issue *must* be part of the discussion. See how you and your colleagues measure up in respect to gender sensitivity in and out of the classroom. A joint publication of the American Association of University Women and the National Education Association.

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PERSONALLY SPEAKING

Medigap Insurance

THE CHOICES NARROW

If you're looking for insurance to supplement Medicare coverage, your search for the right policy should be a little more manageable now.

Starting this past July 30, insurance companies are permitted to offer only 10 different types of health care policies to coordinate with Medicare—instead of the hundreds of complex variations that were on the market before.

Each of these 10 types of policies offers a different combination of benefits from a set list of 10. Retirees can simply decide which combination is best for them, then comparison shop, looking for the company that offers the best price and service.

Policies that supplement Medicare are important to many retirees. Experts estimate that Medicare, the federal program put in place in 1965 to provide medical benefits to those 65 and over, pays only about half the total health care costs of Americans in that age range.

For most retirees, Medicare covers certain basic charges. Its Part A is hospital coverage. Part B covers doctors' bills and diagnostic tests.

Part B (called supplementary medical insurance)is elective. This year coverage under Part B costs $31.80 a month.

Medicare doesn't cover prescription drugs, preventive care, or long-term care. It also has some deductibles and copayments. Because of these and other gaps in coverage, most retirees who don't have continuing coverage from their former employers buy a Medicare supplement—or Medigap—policy.

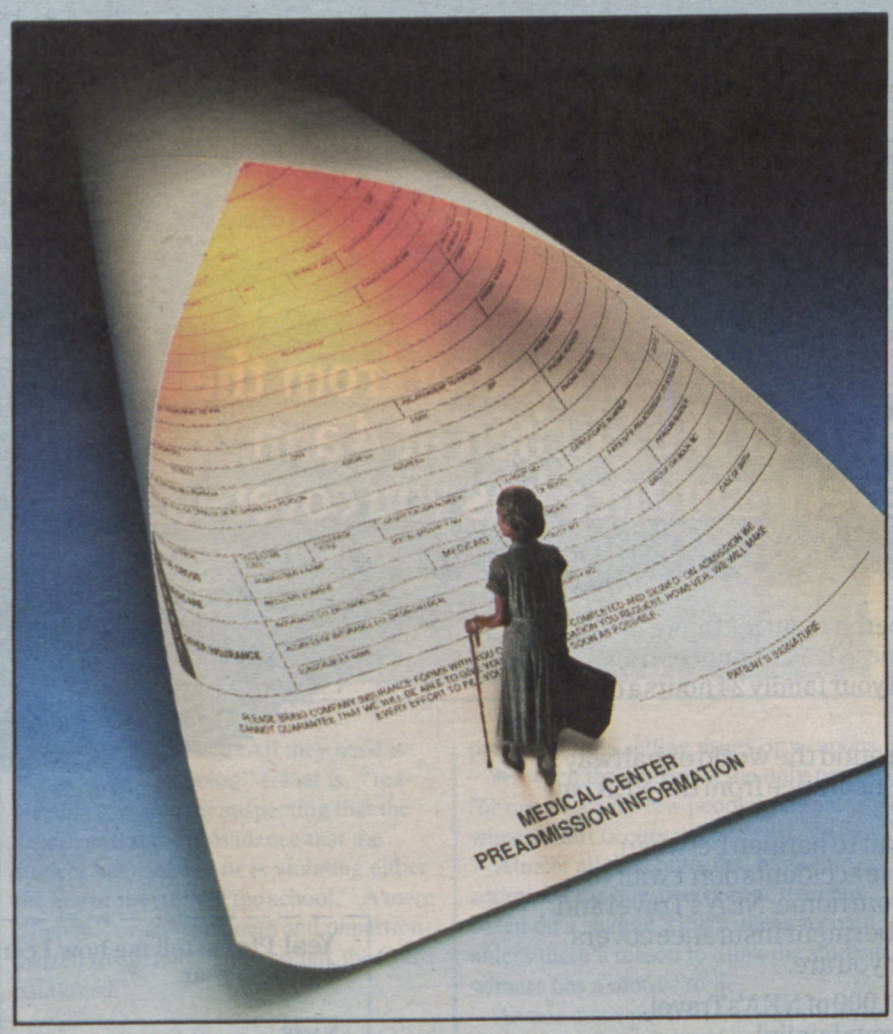
If you're going to need a Medigap policy, the new law makes it more important than ever to choose the one that suits you best when you first qualify for Medicare at age 65.

Insurance companies are required to allow you a six-month enrollment period at that time. During this period they can't deny you coverage due to poor health—and a policy you choose during this period is guaranteed renewable for life.

Up until July, finding a good Medicare supplement wasn't easy. Many of the policies on the market didn't even cover basic expenses like long-term hospital stays. Worried about running up big hospital bills, retirees often bought several policies, paying too much for coverage. The new system was designed to help retirees find—and pay for—just the type of coverage they need.

Here are some things to keep in mind if you—or your parents—are shopping for a policy. The most important gaps in Medicare are coverage for hospital stays exceeding 60 days and the 20 percent of doctors' bills and lab tests that you must pay. These gaps are significant, because they're unpredictable and they could indeed bankrupt you.

All 10 types of policy defined by the new law (called Plans *A* through *J*) cover these basic benefits, but Plan *A*, the least expensive, covers *only* the basics. Plan *J* provides all 10 of the possible benefits. But it's expensive—perhaps $1,200 to $2,000 a year, depending on the state where you live.



The eight plans in between add eight additional benefits in various combinations. (See box below.) Here's what the benefits cover:

► Hospital stays exceeding 60 days and the 20 percent copayment on doctors' bills and lab tests. Plan A provides this benefit and no other.

► The $652 Medicare Part A deductible for hospital stays. This might cost about $250 a month.

► A nursing home stay with skilled nursing care. Medicare pays for 20 days in a nursing home with skilled care, if they immediately follow a hospital stay of at least three days. For the next 80 days, you pay $81.50 per day.

Virginia Applegarth, a Boston financial planner and author of *How To Protect Your Family with Insurance*, says coverage for skilled nursing care is a benefit she'd advise her own parents to buy.

► Health care abroad. Medicare does not cover health care abroad. This benefit covers 80 percent of medically necessary emergency care while you're traveling abroad. There's an annual deductible of $250 and a lifetime maximum of $50,000. Retirees who plan considerable travel should consider this benefit.

► The $100 Medicare Part B deductible. This is a poor insurance buy. Insurance should cover unpredictable costs, not predictable ones. Because almost everyone who buys this benefit will use it, insurers will probably charge $100 for it.

► Some or all of doctors' charges over and above what Medicare considers "reasonable." Medicare pays 80 percent of "reasonable" charges for various medical procedures, and the basic policies pick up that other 20 percent.

Many doctors "take an assignment" from Medicare—they'll bill Medicare directly and accept what Medicare establishes as the reasonable charge, without any additional fee. And new laws have strictly limited the amounts by which doctors' fees may exceed the "reasonable" level.

So, in many cases, the extra coverage "is hardly worth buying," says Dale R. Detlefs, coauthor of the *1992 Mercer Guide to Social Security and Medicare* (Chicago: Independent Publishers Group, $6.95).

► At-home recovery. This benefit covers at-home assistance for someone recovering from illness, injury, or surgery up to $1,600 in a calendar year.

► Preventive care. Medicare doesn't cover preventive care, such as routine exams and mammograms. Even this benefit has an annual limit of $120. Insurers consider this a troublesome benefit. Everyone who buys it will be sure to use it up to the $120 limit, so the premium on it will probably be $120.

► Prescription drugs—up to $1,250. This benefit provides 50 percent of cost after a $250 deductible.

► Prescription drugs—up to $3,000. Many insurers didn't want the prescription drug benefits included in the plans. For retirees, prescription drug costs are an expensive worry—but for insurers, covering them creates "adverse selection." That means that only those people who know they will use the benefit will pay for it. The insurer, in turn, will charge each insured person as much in premiums as he expects to pay in benefits.

—Mary Rowland

TEN STANDARD PLANS

	A	B	C	D	E	F	G	H	I	J
Basic Benefits	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Part A Deductible		✓	✓	✓	✓	✓	✓	✓	✓	✓
Skilled Nursing Coinsurance			✓	✓	✓	✓	✓	✓	✓	✓
Foreign Travel			✓	✓	✓	✓	✓	✓	✓	✓
Part B Deductible			✓			✓			✓	
Part B:Percent of excess Actual Charge over Recognized Charge						100% ✓	80% ✓		100% ✓	100% ✓
At-Home Recovery				✓			✓		✓	✓
Preventive Care					✓					✓
Basic Drugs ($1,250 limit)								✓	✓	
Extended Drugs ($3,000 limit)										✓

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LEGAL TIMES

LOOKING for TROUBLE

The growth of crime in the schools has prompted some officials to take extraordinary measures. How can school employees tell which are legal?

In Highland, Indiana, 2,800 junior and senior high school students were confined to their classrooms for three hours while teams of uniformed police officers and administrators used trained dogs to sniff each student for drugs.

In upstate New York, teachers strip-searched an entire class of fifth graders in a futile effort to find $3 one student claimed was missing.

The Chicago city government recently agreed to purchase and install metal detectors in any of the city's 74 high schools where local school authorities asked for them.

In New Ipswich, New Hampshire, a high school principal and the local police chief last March installed a video camera in the boys' restroom in an effort to curb drug dealing and vandalism. Later, at a school board meeting, an audience of 400 parents, teachers and students gave the principal and police chief four standing ovations for their efforts.

Does the U.S. Constitution impose any limits on the power of school officials to search students? Under what circumstances can a school employee lawfully order a student to empty his pockets or search through a girl's purse?

The standard for judging the legality of student searches was established by the Supreme Court in its 1985 decision *New Jersey v. T. L. O.*

The case involved a 14-year-old freshman from Piscataway High School in Middlesex County, New Jersey. A teacher found T. L. O. and a friend smoking in the girls' room—violating school rules. The teacher took the students to the principal's office, where they were questioned by Assistant Vice Principal Choplick.

T. L. O. denied smoking in the lavatory and claimed that she didn't even smoke. Choplick demanded that T. L. O. turn over her purse. Upon opening the purse, Choplick discovered a pack of cigarettes, rolling papers, marijuana, a wad of dollar bills, and a list of students who apparently owed T. L. O. money.

The school district suspended T. L. O. for 10 days, and the state brought delinquency charges. Then the New Jersey Supreme Court held that the search violated the Fourth Amendment, which prohibits unreasonable search and seizure.

The U.S. Supreme Court agreed to review the case and reversed the lower court decision. In an opinion written by Justice White, the Court first held, importantly, that the Fourth Amendment *does* apply to student searches conducted by school authorities.

"In carrying out searches," the Court said, "school officials act as representatives of the State, not merely as surrogates for the parents, and they cannot claim the parents' immunity from the strictures of the Fourth Amendment."

The Court further held that the "substantial need of teachers and administrators for freedom to maintain order in the schools" required "some easing of the restrictions to which searches by public authorities are ordinarily subject."

Specifically, teachers and other school officials don't need a search warrant or "probable cause" to justify a student search, the Court said. All they need is "reasonable suspicion"—that is, "reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school." A mere "hunch" or an "inchoate and unparticularized suspicion" isn't enough, the Court cautioned.

Given this web of legalese, how is a school employee to make decisions in the turmoil of daily school life? Lower court decisions provide some concrete guidance, although gray areas remain.

In general, the courts have found "reasonable suspicion" and upheld searches of students and their possessions (pockets, purses, and bookbags) mainly in three circumstances:

- when a teacher or other school employee sees a student violating school rules or the law—for example, smoking cigarettes or marijuana, selling drugs, or possessing a weapon.
- when school officials receive first-hand information from a student or other reliable source that a particular student possesses or is selling drugs or weapons.
- when the student is the only person (or one of a very few people) present when a theft occurs.

Almost all the courts that have addressed the question permit searches based on a student's eyewitness account, unless there's reason to think the student witness has a motive to lie.

As one court put it: "A student's direct statement to a person in authority, indicating personal knowledge of facts which establish that another student is engaging in illegal conduct [or violation of school rules], may provide school authorities reasonable grounds to search the second student. We caution, however, that merely relaying rumors or suspicions about another student is not sufficient to provide reasonable grounds."

The courts also have cautioned that school authorities must have an "individualized" suspicion—a reasonable suspicion that the particular student to be searched has incriminating evidence in his or her possession.

Thus, courts have held that the smell of marijuana in a hallway didn't justify a search of all students in the school; evidence that unnamed students entered school with Walkmans (which violated school rules) didn't justify a search of all students; and the appearance of graffiti on school walls didn't justify a school-wide search of students for magic markers (not permitted on school grounds).

Another court concluded that a principal didn't have reasonable suspicion to search a student merely because the student cutting class "ducked" behind a car when he saw the principal coming.

While searches of students and their possessions have mostly been upheld, the courts draw the line at strip searches. With only two exceptions, the courts have held that strip searching students violates the Constitution. As one court explained:

"It does not require a constitutional scholar to conclude that a nude search of a thirteen-year-old child is an invasion of constitutional rights of some magnitude. More than that: it is a violation of any known principle of human decency."

In contrast, the courts generally have upheld the use of drug-sniffing dogs to locate drugs in student lockers and cars. The "sniffing of a trained narcotic-detecting canine is not a search" under the Fourth Amendment, they reason.

When dogs are used to sniff students themselves, however, the courts are split. One court of appeals has held that a canine inspection of a student "intrudes on dignity and personal security" and can't be justified in the absence of suspicion that that particular student is in possession of drugs. But in the Highland, Indiana, case, the Seventh Circuit upheld the use of drug-sniffing dogs to inspect 2,800 students, in part because of evidence that drug use in the school was widespread.

While no one sued over the placement of a video camera in the boys room of the New Ipswich school, chances are that the practice would be upheld. After all, school officials already have the right to enter or be present in a school bathroom to prevent drug use, vandalism, or smoking. In fact, a Michigan federal court in 1981 upheld the right of school officials to install a two-way mirror in a high school boys' restroom to watch for drug use.

Although there are no reported legal challenges to metal detectors in schools, the courts likely would rule their use lawful. Because of special security needs and the relative unobtrusiveness of metal detectors, the courts have upheld their use in airports and courthouses. School officials have similar security needs.

The cases discussed here suggest some rules for determining the legality of student searches. In general, caution should be the watchword. The best legal advice for a school employee is this: if you receive information that might justify a search, tell the principal or another administrator and let that person make the decision and conduct the search.

But if you make a mistake and are sued for an unconstitutional search, your Association will be there. NEA members are insured up to $250,000 for damages and attorneys' fees in these types of lawsuits.

—Michael D. Simpson
NEA Office of General Counsel

A message on how to sleep be

"Who says life insurance is for husbands only? We're a two-income family. We need insurance. NEA was the best way I could find to get enough for both of us at rates we could afford."

Your spouse can also be insured for an amount equal to 50% of your own coverage at rates based on your age, regardless of your spouse's age. Your spouse could have as much as $150,000 in coverage. There's coverage for your eligible children, too.

"I always knew I needed life insurance. But I never found insurance I thought I could easily afford until I came across the ad in NEA Today."

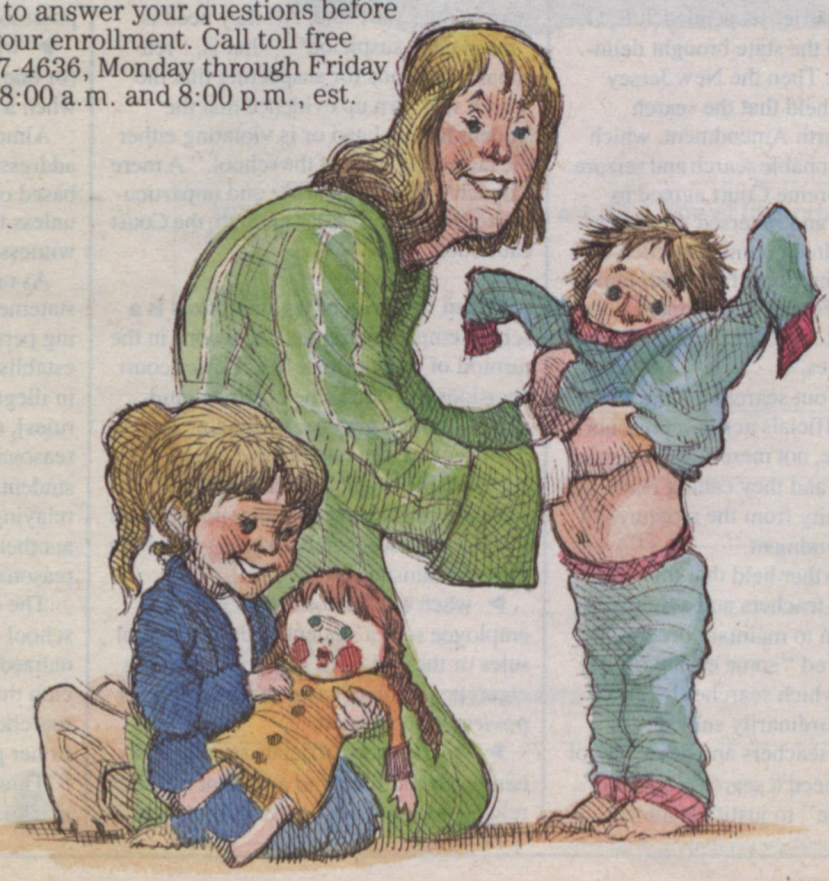
NEA's plan is one of the most remarkable values in life insurance today. Developed exclusively for NEA members, NEA's decreasing term life insurance means benefits are higher when you're younger and your needs are greater. Many of our members are relieved to find they can afford what they need.

"A medical exam is a hassle. It's nice to have life insurance coverage available just by answering a few simple questions and signing my name."

There's no medical exam required. Just fill out the enrollment form we send you. We'll do the rest.

"I had some questions about my coverage, and got the answers I needed before I left for school that morning."

NEA's knowledgeable insurance representatives are available to answer your questions before or after your enrollment. Call toll free 1-800-637-4636, Monday through Friday between 8:00 a.m. and 8:00 p.m., est.



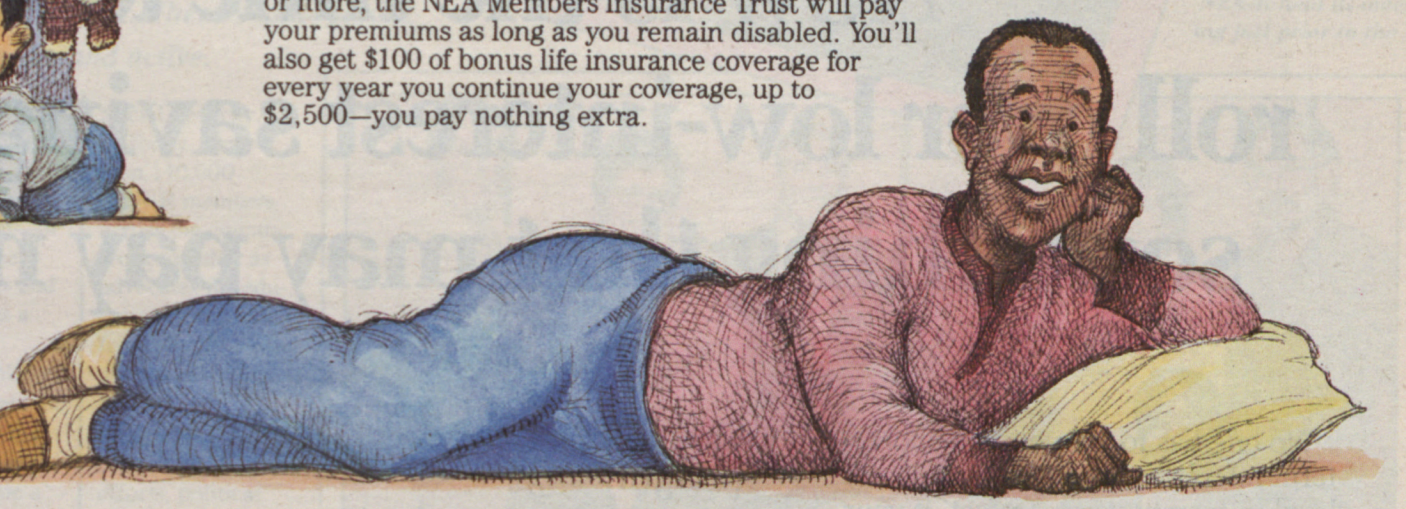
tter from seven NEA members.

"After we got married, we shopped around for the best life insurance we could find—affordable life insurance from a superior company. NEA Life Insurance was far and away the best we found."

Because the NEA can purchase for 2.2 million members, chances are we can find a better value than you can on your own. There are 12 different levels of coverage, so we can meet all our members' needs at a price they can afford.

"There were other advantages than price. If I become disabled, my payments are made for me. And I get bonus coverage that accumulates until I retire. . .or turn 62. This is not *a no-frills insurance plan."*

If you're a member under 60 and you become totally disabled for six months or more, the NEA Members Insurance Trust will pay your premiums as long as you remain disabled. You'll also get $100 of bonus life insurance coverage for every year you continue your coverage, up to $2,500—you pay nothing extra.



"Life is a series of changes. But my life insurance wasn't keeping up with them. With a wife, three kids and a house, it's hard to find the kind of protection we can afford. With the NEA plan, my family's taken care of. That gives me peace of mind."

Because you're an NEA member, there are easy and affordable upgrades in coverage to keep pace with upgrades in your lifestyle. You can get a level of coverage ranging from $10,000 to as much as $300,000—affordably. Just call NEA Member Benefits at 1-800-637-4636. We'll do the rest.

Just send us this coupon for our free informative brochure and our easy enrollment form. Or call NEA Member Benefits today.

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This coverage is underwritten by The Prudential Insurance Company of America. Coverage is currently not available to Texas residents.

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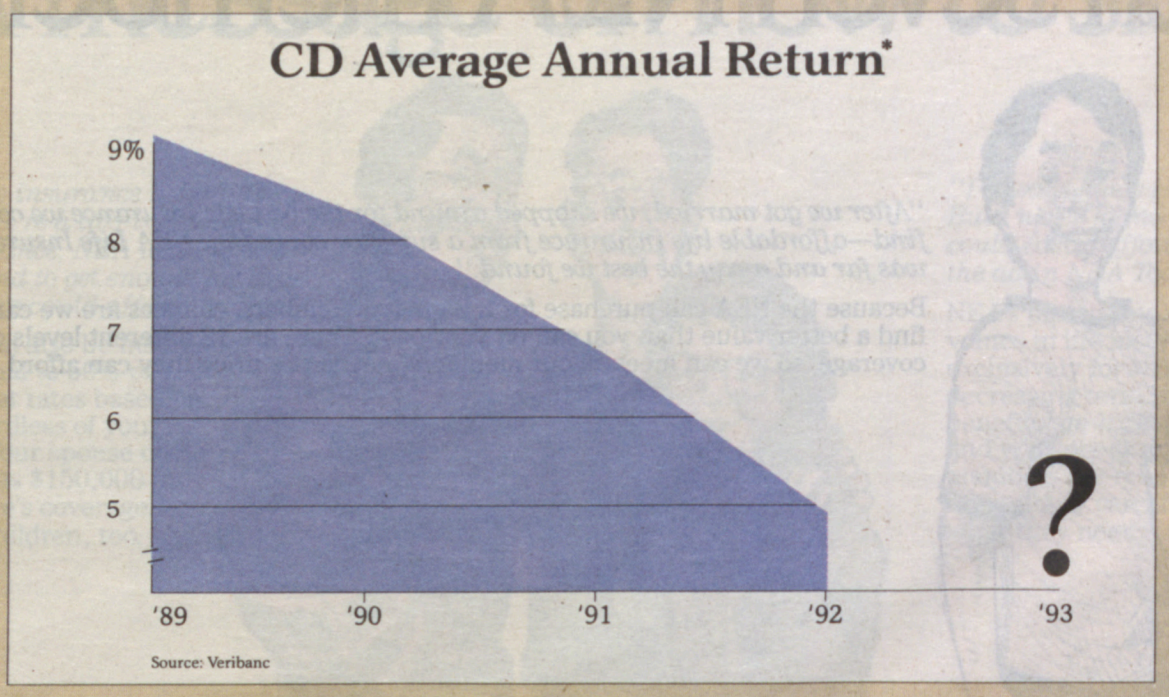

Now is the time to roll over low-interest savings into something that may pay more.

No one has to tell you that short-term interest rates are at their lowest level in twenty years. In fact, if your money is invested at today's low rates, it simply isn't growing as fast as it should.

Roll over, of course. But to what?

One answer is to roll over your maturing CDs or fixed-income investments into something that may provide you with more growth and greater flexibility.* For many NEA members, active and retired, that means the NEA Valuebuilder™ Annuity program.

Flexibility to meet changing economic conditions.

NEA Valuebuilder offers you a variety of different funds, which gives you the potential to earn more than today's low rates. And with just a toll-free call, you can switch from one fund to another or diversify your investment over several funds, without charge. That means you can invest your money according to your needs.

What about financial strength?

Where you put your money is as important as *what* you put it into. That's why the NEA is proud to be working with Nationwide® on the NEA Valuebuilder program. Nationwide is a strong, financially sound company that's been helping groups and organizations with their investments for over fifty years.

For a free NEA Valuebuilder information kit and prospectus, including charges and expenses, complete and return the coupon or call NEA Member Benefits today at

1-800-637-4636.

Please read the prospectus carefully before you invest or send money. The general distributor for the NEA Valuebuilder Annuity is Nationwide Financial Services, Inc., Columbus, Ohio. Nationwide Financial Services and Nationwide Life are both subsidiaries of Nationwide Corporation, a financial services holding company.

Nationwide® is a federal Service Mark of Nationwide Mutual Insurance Company.

NEA Valuebuilder is a trademark of the National Education Association.

Not available in all states.

NEA Valuebuilder™ Annuity

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Nationwide is on your side

☐YES, I'd like to know more about NEA Valuebuilder.™ Please send me an information kit on the NEA Valuebuilder Annuity program.

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Name of School District _____

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*CDs offer a fixed rate of return and are insured by the FDIC. Money market accounts have a fixed principal with fluctuating returns, whereas both principal and returns will fluctuate with a variable annuity.

LOOKING AHEAD TO YOUR RETIREMENT

NEA-R: Ticket To Tomorrow

Joe Di Dio

Snoopy shares a hug with NEA-R member Fran Raines at the Washington, D.C. Convention Center, site of this year's NEA Representative Assembly. NEA-R held its meeting just prior to the RA.

Closing the book on your profession doesn't mean you've left education, activism, or the NEA. There's an organization that keeps you informed—and active.

You've graded your last papers and cleaned out your desk—the time for retirement has finally come. But just because you've retired from teaching doesn't mean you've left education—or the NEA. NEA's affiliate for retirees helps you focus on your own needs and continue the activism you began as a classroom teacher.

In 1983, NEA-Retired was established to help retired NEA members protect the benefits they receive and work for the rights of all senior citizens.

At the same time, NEA-R became a vehicle for retirees' energy and experience in advocacy, setting legislative priorities such as comprehensive health care for all senior citizens, and safeguarding Social Security.

Today, more than 110,000 NEA-R members across the country work together as advocates for education and voices for America's senior citizens. They join forces with NEA active members in lobbying efforts, political campaigns, voter registration drives, and rallies.

NEA-R members find countless outlets for their talent. Many of them are active volunteers working in literacy programs, after-school tutoring, scholarship fundraising, and community programs.

Joe Di Dio

The new NEA-R Advisory Council paused for this photo at the Representative Assembly. Advisory team members are (from left), standing: Les Reynolds, Ruth Keeling, Merritt Olson, Kathleen Roberts, Marian Conrad, and John Boggs. Seated, Ann Speicher, Valois Pullen, and Vivian Bowser.

Still others have taken the political route, working on local, state, and national campaigns or on voter registration efforts—even running for office.

And that's not all. NEA members often spend part of their retirement substitute-teaching, training new teachers, or serving on school boards.

On the state and local level, NEA-R members and Associations have made significant gains in expanding the rights of retired members.

In New Jersey, for example, NJEA-R has been a leader in the move to strengthen programs and policies that help senior citizens. And in Michigan, a strong MEA-R convinced MEA Financial Services to offer quality long-term care insurance to its members.

Leading NEA-R this year is Valois Pullen, a retired eighth grade science teacher from McCook, Nebraska. Pullen, a former NEA-R vice-president, will serve a two-year term heading one of NEA's fastest-growing affiliates.

In addition to electing NEA-R President Pullen, delegates to the NEA-R Annual Meeting elected Michigan member Ann Speicher vice president and chose two members of the NEA-R Advisory Council, Marian Conrad of Nevada and John Boggs of Colorado. In addition, five NEA-R members sit on the NEA Board of Directors and others serve on many NEA governance committees.

Delegates to the Annual Meeting also elected Fran Raines of Kansas, Laura Maltman of New Jersey, Fern Burtwhistle of Nebraska, Ulysses Floyd of Florida, Jean Savidge of Washington, and Mary Ann Catino of Pennsylvania to the NEA Resolutions Committee.

As NEA-R continues to grow in members and strength, it will continue to advance the cause of America's seniors and support an educational agenda built on equity for all children.

"As long as we have the ability to help one another, we'll be right in the middle of each battle," says NEA-R President Pullen. "Our members count on that."

—Anita Merina

MEMBERSHIP PRIVILEGES

- The right to vote and hold office
- Representation in NEA's RA and on the NEA Board of Directors, and key standing committees
- An NEA-R president and Advisory Council working for members on national and state levels
- An NEA program and staff developed specifically to address retired members' needs
- Access to benefits, including health insurance and life insurance
- Publications: the NEA-R *Best Years* and *NEA Today* as well as special communications on issues impacting retired members
- The Preretirement Life Planning booklet series and self-help manuals on financial planning, legal programs, health and leisure, Social Security and Medicare
- The opportunity to participate in NEA-R meetings
- Access to NEA Legal Services.

HERE'S HOW TO JOIN

Membership in NEA-R isn't limited to retired education employees: active employees can join, too. Dues are $10 a year. Lifetime membership is available for $100.

In 41 states, NEA-R and the state Retired affiliate are unified. That is, membership in both groups is necessary. For more information, contact your state affiliate or write to NEA-Retired, 1201 16th St., N.W., Washington, DC 20036.

Introducing the most innovative Mortgage Protection Plan the NEA has to offer.

Now you can help protect your mortgage payments from loss of life, loss of income due to total disability and loss of income due to involuntary unemployment!

If the most important thing you own, your home, is completely dependent on your ability to get up every morning and bring home a paycheck to pay the mortgage, then you should seriously consider the NEA Triple Mortgage Protection Plan.

It's an outstanding combination of decreasing term life insurance, disability insurance and *insurance protection for involuntary unemployment.*

The new NEA Triple Mortgage Protection Plan forms a financial wall of security by providing you (or your survivors) with sufficient funds to make sure your mortgage payments continue to be made.

Triple mortgage protection will give you up to $2,500 a month in cash if you're unable to pay the mortgage because of total disability or involuntary unemployment.* The cash is paid to you (not the mortgage company!). The decreasing term life insurance benefit is paid to your designated beneficiary, and can be used to pay off your mortgage.

Now your survivors won't have to sell your home—the real protection you have provided for them. Now you won't have to dip into educational or retirement savings to keep a roof over your family's head. Now you can help protect their dreams. . . and yours.

The NEA Triple Mortgage Protection Plan is affordable, too. As a group, NEA can secure far better rates than individuals can obtain on their own—and pass them along to you. This new plan is underwritten by The Prudential Insurance Company of America, people you know and trust to pay you when you have a claim.

Help make sure your mortgage will be paid.

In a life where there are no guarantees, the NEA Triple Mortgage Protection Plan comes about as close as you can get.

To help us prepare a completely personalized plan for you (without cost or obligation), we need a few simple facts. Please fill out and return the coupon, or call us toll free today.

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AGE _____ MORTGAGE INTEREST RATE _____

OUTSTANDING MORTGAGE BALANCE _____

NUMBER OF YEARS REMAINING TO PAY OFF MORTGAGE _____

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*The disability and involuntary unemployment portion of the plan has certain limitations and exclusions. For complete details, please call 1-800-637-4636.
Coverage is currently not available to Texas residents.

Your NEA

Q & A

About the Board

What's the NEA Board of Directors?

Members of the NEA Board of Directors, elected by NEA members at the state level, play an important dual role. On the one hand, directors serve in an important policy-making role for NEA, meeting five times a year between the annual sessions of NEA's top decision-making body, the Representative Assembly.

Directors adopt position statements, process committee recommendations, and recommend the annual NEA budget and legislative program to the Representative Assembly. Directors bring to this work the concerns of the NEA members they represent.

On the other hand, directors bring back to the state and local information about the national NEA agenda.

The Board currently has 154 fully participating members, plus five honorary and non-voting members. Each NEA state affiliate is entitled to one director on the Board, plus an additional director for each 20,000 Active members.

The Board must include at least one director representing Retired members and at least one director representing Student members. Retired and student members are entitled to additional directors for each 20,000 NEA student and retired members.

The current system of electing Board members guarantees a Board that reflects the diversity of NEA membership. "At-large" directors are elected by delegates to the NEA Representative Assembly if regular elections at the state level have not elected representative numbers of ethnic minority, administrator, higher ed, and education support directors.

Any thought of changing the structure of the Board?

Under the current system, the size of the Board will continue to rise as NEA membership rises. At July's NEA Representative Assembly, delegates approved a proposal that would limit the size of the Board in future years. This proposal would maintain the Board at an efficient and fully representative size and reapportion representation among the states according to percentage of NEA membership. At-large directors would continue to be elected to insure a diversity of representation.

To go into effect, the limit proposal must now be incorporated into NEA governance documents by vote of the 1993 Representative Assembly.

SPEAKING OUT ON THE ISSUES

Sorting Out School Technology

Over the past year, a special committee of eight NEA members has been investigating the role of telecommunications technology and its impact on school communities. This special panel queried a broad range of educators, telecommunications industry and government officials, and public interest advocates—and, this past summer, presented a variety of recommendations—subsequently adopted—to help guide NEA telecommunications policy.

One major finding: School districts have a tendency to fund the acquisition of telecommunications equipment and neglect the ongoing training and maintenance needed to realize the full potential of telecommunications technology.

That potential, the special committee concluded, is awesome. Instead of islands, classrooms can become, through telecommunications technology, "links in communications highways transmitting data, video, and voice to thousands of other sites."

Telecommunications, the special committee report adds, could "permit a level of geographic and cultural diversity in education that could only have been imagined previously."

To help realize this promise, the special committee report offers a series of short- and long-term recommendations. To speed teacher and student access to the growing world of electronic bulletin boards and on-line databases, for instance, the committee recommends telephone service for every classroom.

The committee's final report also covers issues ranging from the role of education employees in telecommunications decision making to the compensation of staff.

E. Scott Brown, a Pennsylvania secondary math teacher, chaired the special committee.

"We are witnessing the birth of new learning communities which are defined by telecommunications links and not by the space in which they exist."

IN HISTORY

Fifty years ago Association activist Kate Frank and two colleagues were fired. Involved in conflict with her school board, she'd helped organize an effort to unseat several members.

NEA's Defense Committee saw this as a basic test of a member's right to free speech, and persuaded the Executive Committee to allocate $10,000 for her defense.

The case was finally won in 1945. Frank was reinstated. Some $100 remained—and this became the Dushane Fund for Teacher Rights. (Donald DuShane was president of NEA in the forties.)

In 1982, the Fund was renamed the Kate Frank/DuShane Fund—and it remains today the school employee member's single most potent weapon to ensure that rights cannot be exploited for lack of legal defense.

WORKING FOR YOU

Your Opinion Counts

Over the years, the tools and techniques of surveying have changed quite a bit at NEA Research.

Early ungainly computers with difficult-to-manage keypunch cards have given way to contemporary personal computers.

Hand-coded research questionnaires have evolved into high-tech surveys that can be electronically scanned in seconds. These surveys are available in standardized formats or can be customized to fit the needs of NEA state and local affiliates.

Today, NEA Research staffers are using the latest tools and techniques to prepare surveys that NEA affiliates at the state and local level can use to better understand the priorities of NEA members.

Many local affiliates, for instance, use surveys prepared by NEA Research to assess how members feel about upcoming contract negotiations.

State affiliates use Research surveys to assess member opinion about their publications as well as to help evaluate conferences they sponsor.

Research staffers use optical scanning technology to collect and store survey data. This system projects a light on completed survey forms to read the survey responses electronically.

In the last year, NEA Research department staffers, Tomas Saucedo, Tonya Terry, and Cheryl Lucas filled 162 requests for such surveys.

"We encourage state and local affiliates to contact us about what sort of survey is needed," says Suzanne Edgar, the NEA Research surveys manager.

"We can establish timelines for printing, scanning, and tabulating the data to meet the affiliates' goals."

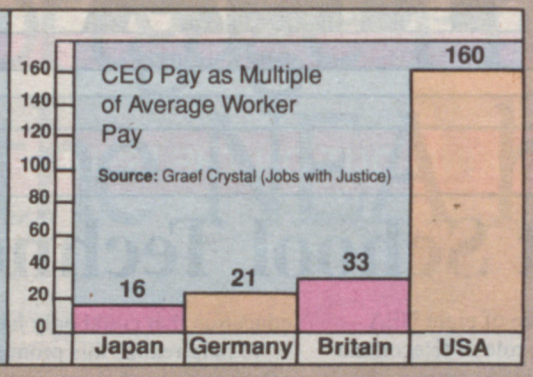
A COMPENDIUM OF INFORMATION ABOUT NEA ACTIVITIES

Guidelines for 1992-93 grants from the National Foundation for the Improvement of Education (NFIE) are now available. Information on Dropout Prevention, William G. Carr, and Hilda Maehling grants may be obtained from NFIE, 1201 16th St., N.W., Washington, DC 20036-3290. . . . NEA's 1993 Education Support Personnel National Conference is scheduled for March 26-28, at the Fairmont Hotel in New Orleans. For more information, contact Ann Thompson, NEA Affiliate Services, 1201 16th St. N. W., Washington, DC 20036-3290 (202/822-7100). . . . Thompson's also the contact if you'd like to get details about nominations for the annual NEA Education Support Personnel award which goes to a member whose activities best reflect the contributions of education support personnel to public education. Nominations can come from state Associations that have set up ESP award systems, or from local Associations in other states. Deadline for nominations is January 15, 1993. . . . If you're a life member of NEA and want to know all the details about what went on at the 1992 NEA Representative Assembly, sit right down and write. Clip the label from the front of *NEA Today* and send it with your request to NEA Membership Records, attn.: Vanette Wiley, 1201 16th St., N.W., Washington, DC 20036.

DATA BANK

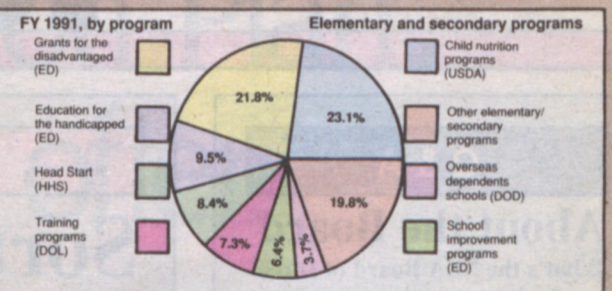
It Pays To Be A CEO

The ratio of CEO pay to average worker pay is higher in the U.S. than in any other industrialized country. In the United States, a CEO makes 160 times as much as the average worker.



Child Nutrition Gets Biggest Federal Share

Child nutrition and aid for the disadvantaged claim the largest shares of the $24 billion in federal funds for schools.



Source: U.S. Department of Education, National Center for Education Statistics, *Federal Support for Education: Fiscal Years 1980 to 1991.*

What good is an achievement test that doesn't match its environment?

The chameleon is a zoological wonder. It has eyes that work independently, a prehensile tail, and, most amazingly, the ability to change colors to match its environment.

In the assessment jungle, there is one test with an equally impressive list of attributes, not the least of which is the ability to match its environment. That test is GOALS: *A Performance-Based Measure of Achievement.*

GOALS was specifically created to reflect today's curriculum and need for innovative assessments. It requires students to generate their own responses to open-ended questions in five subject areas by writing, drawing diagrams, completing charts, or editing text.

And the content of each subject area is consistent with current curriculum guidelines, including the integrated language arts, social studies, NCTM *Standards*, and *Project 2061* guidelines in Science.

In addition, GOALS scores are norm-referenced, yielding results that can be integrated with results from MAT7, *Stanford 8,* the achievement test you're using now, or other assessments—all to give you the most complete picture of your students' performance.

So give one of our measurement consultants a call at 1-800-228-0752. They can show you why GOALS is an achievement test of a different color.

GOALS

A Performance-Based Measure Of Achievement

THE PSYCHOLOGICAL CORPORATION®
HARCOURT BRACE JOVANOVICH, INC.

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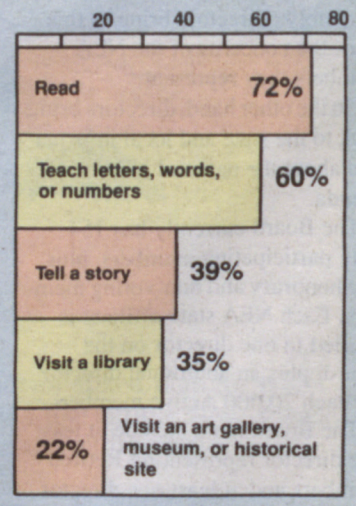
Parents as Teachers

Parents are a child's first teachers. What are they teaching their kids these days? What activities are they providing?

Percentage of 3- to 5-year-olds whose parents regularly carry out the following activities with them:



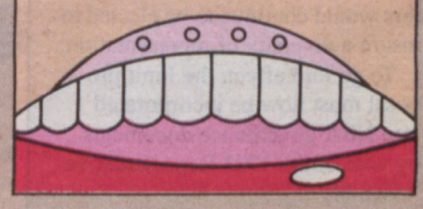
Source: National Center for Education Statistics, 1991

Choice of Chow

The typical American's ideal meal consists of:

- Shrimp cocktail or other seafood appetizer
- Green salad
- Vegetable soup
- Steak
- Potatoes and broccoli
- Bread
- Cheesecake or ice cream
- Tea, hot or iced

Source: Gallup Poll, 1991



IDEA EXCHANGE

Making History Live

I invite guest speakers—people whose experiences vividly point up aspects of recent history or who have expert knowledge—into my social studies classroom. Since 1975 their talks have made history come alive for my students.

Lecturers have included two World War II prisoners of war, a specialist in medieval life (especially women's lives), an expert on women in the Moslem world, a local citizen who's recently lived in China, and our county's first assistant prosecutor, who heads a strike force against drug dealers.

Some guests bring slides or videotapes to illustrate their presentations. All welcome questions from the students.

Our school's television studio tapes each session for future viewing by other students. And the presentations are offered to the community on the local school television channel.

Colleagues, friends, and parents all pass on to me suggestions for future speakers. My sources are unlimited.

—Joseph Monti
Toms River High School East
Toms River, New Jersey

Coupons from The Counselor

Coupons have become so much a part of our lives that many of us automatically jump at the chance to turn them in. Student incentives often involve coupons given as rewards. Teachers and staff like a "good deal," too.

I'm a counselor who was recently transferred to a new building. To quickly meet all the staff members and acquaint them with my office, I distributed coupons for each to redeem.

Each coupon said the recipient had won one of the following fabulous prizes: an all-expense trip to Hawaii, a new car, or a surprise from the new counselor. Of course, it was the surprise that they'd all won: a small bag of treats I'd put together.

To redeem the coupons, they had to visit my office. We enjoyed getting acquainted. And no one went away empty-handed.

—Naida Segura
Alternative Center
Harlandale Independent School District
San Antonio, Texas

Setting the Mood

Maintaining our classroom as a positive learning environment is important to my students and me. Plants that spend the summer in my yard enhance the classroom during the year. An inexpensive potpourri burner adds fragrance to the air.

A garage sale radio, turned to a classical station, contributes music.

An aquarium of tropical fish increases the visual variety and interest. Posters carry messages designed to build self-esteem, encouraging students to aspire to excellence.

I share with my students the vision that our classroom is a unique place where things look, smell, and sound special—and where living things thrive. By being in such a special place, my students and I can be comfortable, motivated learners.

—Ron Shuster
Aurora Hills Middle School
Aurora Hills, Colorado

*Keep your classroom ideas coming. Write to: Idea Exchange, **NEA Today,** 1201 16th St., N.W., Washington, DC 20036. Include the name of your local Association and school, the subject or grade you teach, and your school and home phone numbers.*

Funny. When this time comes around, the kids want to stay around.

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"You know, if they had their way, we'd all be eating dinner here."

—Suzanne Sturrock, 1st Grade Teacher
A.D. Henderson School, Boca Raton, Florida

In other classrooms, children have asked to take their computers home for summer vacation. They talk about school being fun. And teachers talk about feeling like heros.

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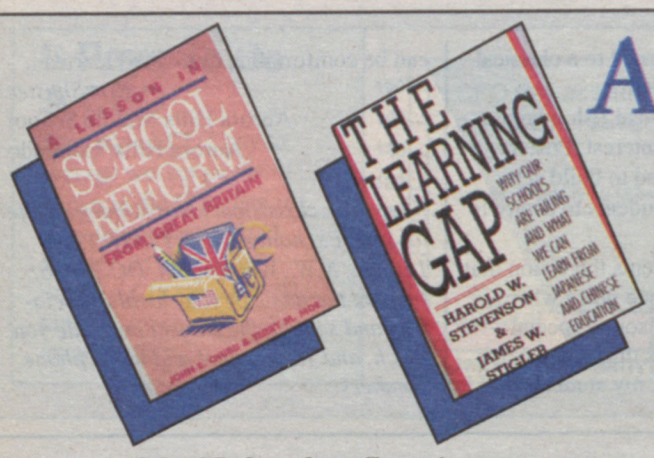
A LESSON IN
SCHOOL REFORM
FROM GREAT BRITAIN
THE LEARNING GAP
WHY OUR SCHOOLS ARE FAILING AND WHAT WE CAN LEARN FROM JAPANESE AND CHINESE EDUCATION
HAROLD W. STEVENSON
&
JAMES W. STIGLER

ADVICE FROM ABROAD

SHOULD WE TAKE IT?

Two books just out use studies of schools in Britain and the Far East to bolster totally opposite reform proposals for the U.S.

A Lesson in School Reform from Great Britain
By John E. Chubb and Terry M. Moe
The Brookings Institution. 50 pp.
Paperback, $6.95.

The Learning Gap: Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education
By Harold W. Stevenson and James W. Stigler
Summit Books. 238 pp. $22.

A 1988 reform that allows individual schools to "opt out" of the state education system is gathering steam in Great Britain. Under this Tory version of educational choice, the Margaret Thatcher/John Major regimes are taking control of schools away from the elected, generally liberal local education authorities and giving it to individual school governing boards, which now have authority over what's taught and what's spent.

Conservative U.S. political ideologues John Chubb and Terry Moe have seized the opportunity to advocate the British model as a solution for America's educational woes. Their recent, thinly researched book, *A Lesson in School Reform from Great Britain,* defines our problem as lack of autonomy on the part of schools and educators. The culprits: the bureaucracy and—most particularly—the teachers unions! Their solution: educational choice.

If Chubb and Moe had been oriented more toward education and less toward politics, if they had conducted honest research and talked with teachers during their summer in Britain, they would have reported problems with "choice." Scandals have begun to hit British newspapers as, for example, "opted-out" schools refuse service to less desirable students.

As in the United States, the "opting out" movement in Britain is a sideshow that has taken center stage. It distracts from real research into the problems of education. Chubb and Moe offer us snake oil with ideological additives instead of advice about what in our schooling needs to be changed. Skip their book.

Instead, imagine a nine-hour workday, only four hours of which are spent teaching. The rest of the day is used to confer with colleagues, plan lessons, and develop strategies for really involving students in their learning. Imagine also that every student believes that his or her efforts can lead to success in school because the culture supports the notion that differences in innate ability are less significant than individual effort.

In their new book, *The Learning Gap,* psychologists Harold Stevenson and James Stigler describe just such a setting in the Asian countries involved in comparative studies of elementary schools in China, Taiwan, Japan, and the United States.

The relative success of the Asian schools is real, they say, and it lies in—

- professional teacher working conditions
- curriculum and goals for education that are clear and constant over time
- emphasis on individual student effort rather than innate ability
- close integration of home and school (which increases attention to academic homework and daily preparedness).

The Learning Gap offers a glimpse of what we'd know if the federal government were funding real educational research. Structures and emphases we take for granted in the United States, such as stratification of students on the basis of presumed ability, a discontinuity between home and school, and factory-like teaching and learning conditions, may be the causes of our relatively poor educational results.

—Mark Simon

Simon is a social studies teacher and former president of the Montgomery County Education Association in Maryland.

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Letters

Elections '92

I am female. I am married. I have two children. I am 36 years old. I hold a bachelor's degree and early childhood certification. I have nine years teaching experience, and I am a Republican (Elections '92, September).

It is unfortunate that our Association has no regard for parents' right to choose a better school for their children or for the children's right to attend one. I sit on both sides of the fence as a public school educator and parent, and I have been truly grateful for the choice to send my two boys to a private Christian school this year.

Our town is facing overcrowded classrooms, reduced funding, and program cutbacks, as well as a decline in discipline. That leaves a void in the area of values education.

Your theory of achieving "equal education" for all sounds nice, but when reality hits my family, I will choose a school that teaches the total child: intellectual, social, emotional, physical, and spiritual. I hope you will not lobby to deny my children this right.

Theresa Mangano
Clayton, New Jersey

As if our public education system is not already stressed financially, President Bush promotes a voucher system which would drain billions from public schools. Under the program, the government would provide parents with vouchers that could be redeemed for tuition at private, including parochial schools.

Bush's "choice" program would allow public tax dollars to fund private schools! Bush's voucher system would undermine our public school system which has long been the backbone of our country.

In contrast, Governor Clinton favors a "choice" program, but limits the spending to public schools only. Clinton opposes the use of taxpayer money to be redeemed at private schools.

So far, Congress has rejected any attempt to create a federal voucher program. Our public schools need more support, not less. Let's keep our taxpayer dollars supporting our public school system only!

Jane Toliver
Springfield, Missouri

Yes to Alternatives

I think Jeanne Klugel's arguments against alternative certification (Debate, September) represent the views of a lot of teachers who have traditional teaching credentials. That is, if you didn't do it their way, you did it the wrong way.

Furthermore, at least six paragraphs of her argument deal specifically with theater arts, a highly specialized field of teaching.

I know a lot of teachers who are alternatively certified, and I have yet to meet any that teach theater arts, band, etc. These teachers mostly teach in critical shortage areas such as special ed, bilingual ed, and math. If these teachers weren't there, a substitute with maybe 30 hours of college might be filling in.

The point is that there are turkeys who come into teaching via both routes. Some of the most dedicated innovative teachers I know are alternatively certified. Further, their training is often "cutting edge."

Stephanie Hattaway
San Antonio, Texas

As a teacher of drama with a Masters' in theatre, and a local actress/director, I wonder how Jeanne Klugel can make her assumptions.

She states that a theatre arts major would care more for the production than the experience or well-being of the students.

I am first a teacher of young people, then a director, in that order. Any drama teacher who isn't needs to re-think priorities.

If my students are enjoying themselves I know they're learning about theatre and will most likely be the patrons of tomorrow. I prefer the students coming up after a show saying, "that was fun, Mrs. Bauer, when's the next one?"

Connie Bauer
Snohomish, Washington

Animal Rights

I am appalled at the number of people supporting animal rights organizations, especially since the burning of the mink research center at the University of Michigan.

These people are lawless fanatics and very illogical. They would rather see an animal starve to death than be legally harvested and utilized. The fruits of their efforts are already being realized: rabies epidemics in Massachusetts and New Jersey, thousands of people and pets bitten by rabid raccoons and skunks.

Before you support one of these organizations, study the facts. Find out what the truth is.

Mildred Lang
Ravenna, Michigan

Misleading Labels

It was with great skepticism that I studied the chart of racial/ethnic categories in the September issue ("Measuring Diversity"). The omission of the "other" category makes it very inaccurate.

Like many educators, I am required to keep records that include an ethnic label for each of my students. Many of them are children of military personnel at Fort Polk nearby. We have many children who are "mixed."

For example, if a child has a white father and a Korean (Asian) mother, I cannot enter both races in the computer. I must arbitrarily choose whether the child is counted as white or Asian.

A few years ago, I had a student whose father was from Guam (Asian again), and her mother is a Choctaw Indian from Oklahoma. But their daughter was categorized in the computer as Hispanic, because the family has a Hispanic surname (Cruz).

I believe that if given the choice, many people would categorize themselves as "other." Most parents, when they register their children for school, will put down both ethnic backgrounds. But we as educators have to "pick a winner" when we label our kids statistically.

Nancy El Koubi
Leesville, Louisiana

Out of Place

As a UniServ consultant in Ohio, I was dismayed at the graphic you chose to use in the section about the middle class (Trends, April).

For an organization that repeatedly takes positions against sexism, I find it impossible to understand why a graphic of a woman's cinched waist is appropriate.

Leatrice A. Armstrong
Canton, Ohio

Tell Us More

I address your article on assessment ("Agent of Accountability," March).

I don't believe Lauren Resnick adequately responded to the question: "Will this system [new assessment] safeguard against the inequities that exist today?"

No, the system itself cannot safeguard fairness.

And will the 32-member panel suggest better ways of testing certain groups of students—i.e., the bilingual, bicultural, Spanish-speaking, Japanese-speaking, and our nation's other minorities—which are fast becoming the majority in a multi-ethnic population?

I strongly support new forms of assessment based on content standards, but wonder if those who administer the "tests" will have the skills to communicate with the examinees. I worry that the same old problems will continue to perpetuate themselves unless the issues of language and culture are addressed.

Can a panel or a committee establish our nation's *content standards* without first stating its philosophy? I find it difficult to believe, for example, that the content standards for districts that embrace outcome-based education are the same as for those that are primed for global education.

Are the new forms, the new ways of assessment, projective and futuristic? Or are they just another new highway system that will be outgrown before its construction can be finished?

Jennifer Hudson
Spokane, Washington

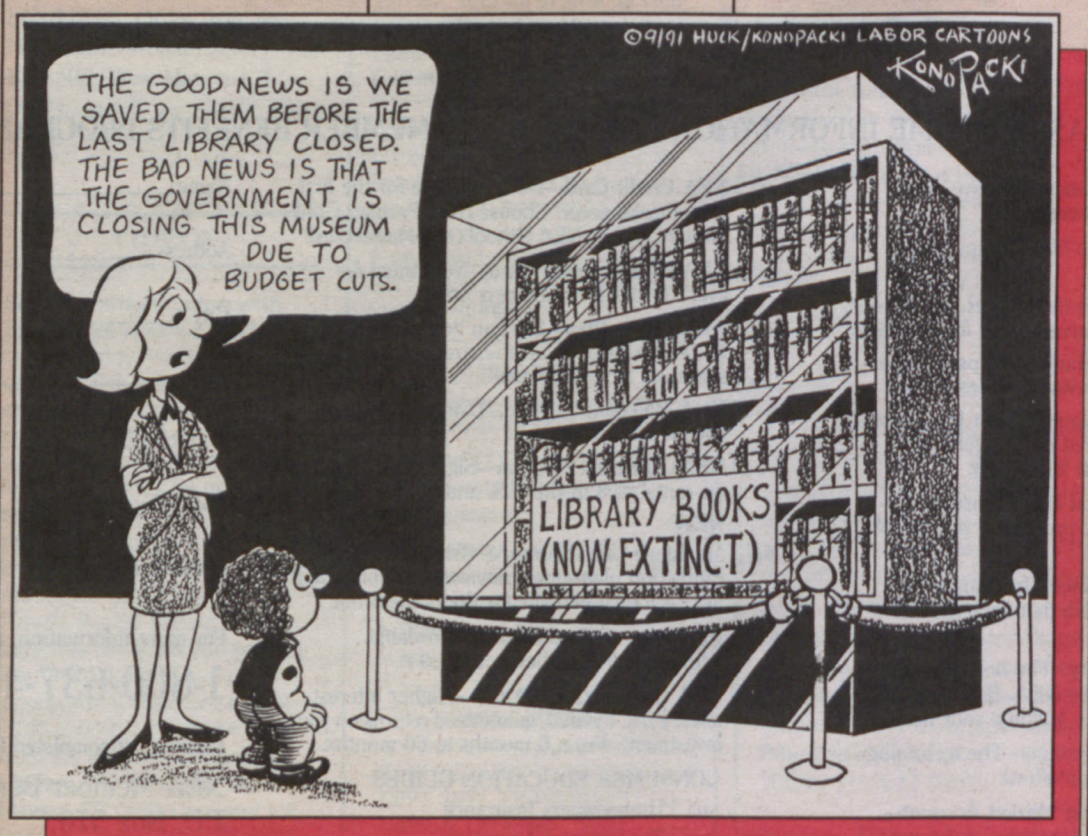
Nonvideo Science

I find it very disheartening when educators act more and more like today's children—transfixed by the latest video gizmo.

For a fraction of the cost of a laser disk (Teacher TV, May) system, a well-organized science kit could be produced that allow children to create a simple machine using pulleys, winches, and cranks.

In this way, children are involved in science to the fullest extent possible.

Michael Becker
Bell, California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Wrong Face

Last month's People item about a program in New Jersey that's aimed at attracting high schoolers into teaching correctly identified Martha Slezak as the program's developer. But the photo accompanying the story was of Martha's sister, Carol Budzinski. Sorry. Here's Martha.

What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," 1201 16th St., N.W., Washington, DC 20036.

Debate

Should Schools Eliminate Gifted and Talented Programs?

YES

Amy Mann is on leave (until fall 1993) from Pioneer Valley High School in Northfield, Massachusetts, where she teaches English 9-12. She is currently working with 125 teachers on a variety of school reform issues as the coordinator of the Massachusetts Academy for Teachers.

The woods would be very silent, if only those birds sang who sing the best.
—Anonymous

The most critical question gifted and talented programs raise is the question of equity. *All* children come to school with gifts and talents. Sometimes students need special services in order to have equal access to the education others are receiving, but special education should not be used to limit opportunity.

All children should receive the benefits of a rich, full academic experience: the best literature, foreign languages, the arts, and diverse sciences and histories. All children must be afforded the opportunity to pursue their talents and skills to their furthest possibilities. A program that limits this opportunity for any group of students is working against the mission of public education.

For many years I taught in schools where students were supposedly separated according to their skills and abilities. More often than not, I found that they were really separated by their behavior, not their abilities.

The "gifted and talented" students were those who listened well, took good notes, and articulated my thinking back to me with ease. The "average" and "less able" students were a challenge to control and motivate.

The classes were separate, but they were not equal. The curriculum, the teaching, and the atmosphere differed with ability.

Three years ago I began teaching in a heterogeneously grouped classroom. When I saw that students of varying ability levels and talents had something to offer one another, I completely restructured my classroom. I made the highest achievement level the norm. I found that my students began to:

- ► honor each other's strengths
- ► work cooperatively and hold each other accountable
- ► do advanced reading and analysis
- ► create stories, plays, poems, and videos
- ► argue their positions with confidence.

I find that when students are expected to achieve their highest potential (knowing that standards might vary with ability), all students rise to the occasion.

I have never seen a child suffer because a classmate had different skills or abilities. In fact, the opposite has always been true.

Some of my students who've gone on to prestigious colleges have come back to tell me they're better prepared than many of their college classmates to think critically and to get along in a world of varied talents and abilities.

What will happen if we continue to limit access to gifted and talented programs? We might do well to consider the legacy of elitism and disenfranchisement witnessed last spring in the streets of Los Angeles.

Teachers must rise to the tremendous challenge of meeting the diverse needs of their students—without settling for mediocrity. We must not compromise. If we do, we sacrifice equity and deny access. Communities and administrators also must rise to support us in this effort.

It has been one of my greatest joys as a teacher to watch students with special gifts in writing, discussing, analysis, and creative and critical thinking stretch and expand their capabilities. But it is my vocation to ensure that this possibility is available to all my students. Nothing less is acceptable.

I have seen the benefits: Annette, a special education student, reading 23 novels (on grade level) in one year; Anyra, a recent arrival in this country, learning to speak English and read at grade level in five months; Stefanie, a high achiever, testing out of freshman English at MIT.

I believe that in classrooms across America, the opportunity to eliminate the barriers of classism, racism, and sexism exists. It begins with equity. It begins with equal access.

Public school educators and communities must rethink their narrow view of programs such as those labeled "gifted and talented" that limit access rather than extend it. We must acknowledge that all students are gifted and talented.

NO

MaryAnn McIntyre is a teacher in the gifted and talented program at John F. Kennedy Elementary in Sioux Falls, South Dakota. She and two other teachers created the first elementary gifted program in Sioux Falls 11 years ago. She also teaches in-services and college courses.

All children should be given the opportunity to achieve to their fullest potential. Who can dispute that? Every school district in the nation embraces this idea in its philosophy.

So, as a teacher of gifted students, I'm always puzzled by educators who oppose giving this opportunity to gifted and talented youngsters.

These critics generally claim that special programs for the gifted are unfair because such programs benefit only a small part of the student population. They might do well to reflect that if special training for a small group of talented youngsters is elitist, football and basketball teams are elitist.

Actually, a special program for the extraordinarily advanced is no more elitist than a special program for the mentally handicapped. It, too, is a legitimate response to differences in learning rate.

Gifted children need to be challenged in their areas of giftedness. This is not an easy task for the busy teacher in a heterogeneously grouped classroom. As a 14-year veteran of the regular classroom, I know how hard it can be to meet the individual needs of all students in that situation. I wasn't always successful.

What happens to gifted children when schools make no provision for their special needs? In a regular classroom, gifted children spend most of their time studying material they already know. They respond to this lack of challenge in many ways. Some create their own challenges.

Many more cope by "shutting down" or doing only as much as they have to. They develop poor work habits, and they often fail to learn to appreciate the effort it takes to solve a difficult problem.

Other students act out their boredom and frustration by becoming behavior problems. Still others, interpreting the lack of acknowledgment of their abilities as an indication that they're not valued, withdraw and completely hide their abilities.

Grouping gifted and talented young people together serves many purposes. It helps them reinforce one another's enthusiasm for academic inquiry, and their teachers can better calibrate instruction for their advanced level and address their specific needs.

Students in a gifted class are free to be themselves. They don't have to hold back their advanced-level vocabulary or ideas to avoid the stares or even name-calling they too often encounter in the regular classroom.

I believe gifted children need not only a program of their own (several hours a day of advanced level classes) but also the chance to participate daily in regular classroom activities.

Gifted and talented classes also benefit the students who *aren't* in them. Studies by researcher Roger Taylor show that without gifted students in their classroom, students of low and average ability take their opportunity to become leaders and high achievers and overall classroom performance improves.

Educational psychologist John Feldhusen also has found that gifted students aren't always motivational role models for their classmates. His studies show that students are more likely to be motivated to try for a goal that another student of similar ability achieves than to try for a goal achieved by a student of markedly higher ability.

In this time of school reform and tight budgets, many gifted programs are under assault. It's ironic that at the very time gifted programs are in jeopardy, the public is raising concerns about the lack of excellence in our educational system and the loss of our competitive edge in a highly technical world.

What better way to meet the challenges of the next century than by enabling our brightest students to go as far as possible in their learning? Why not give them the tools they need to exploit the technology of tomorrow?

We must not eliminate gifted programs. If we do, we will deny gifted children the very right we claim is essential for all students: The right to an education appropriate to their needs, one that affords them the opportunity to maximize their potential.

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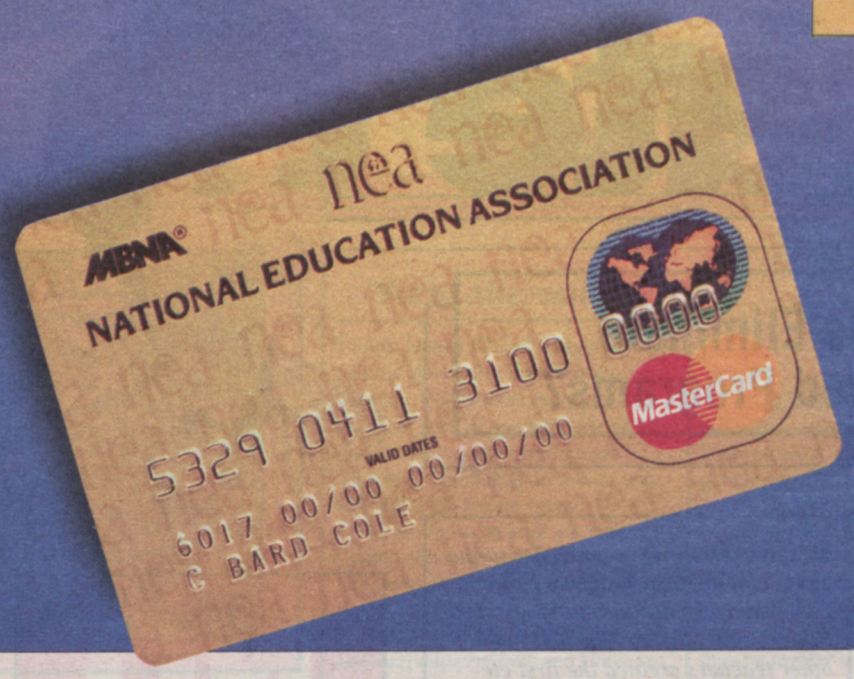

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Get the NEA Premier Gold MasterCard® card and enjoy more for less with our new low 15.9% rate, and no fee the first year†—and possibly forever.

The NEA Premier Gold MasterCard®. Custom-tailored exclusively for you by NEA Financial Services. It offers you more convenience, service and protection than other premium gold cards, yet it costs considerably less—even less now with **our new low 15.9% APR** (14.9% for that portion of your average daily balance over $2,500). It's easier to obtain, and it even gives you a break when you use it.

There's still no annual fee the first year, and only $15 thereafter (rebated if you spend over $3,000 in a year). A 25-day grace period for purchases can mean you never pay interest. Payment holidays. Plus all the features of the finest premium gold cards! To apply, use the application below or call NEA Financial Services toll free at **1-800-468-7632.**

† New program participants only. For members currently in the program, the annual fee will not be assessed until the anniversary date of your current account. (See disclosure box on application.)

nea Member Benefits

NEA Financial Services℠

MBNA AMERICA®
Member FDIC

Apply Now

15:900-955 KEWD
16:900-954

☐**YES!** I wish to request the NEA Premier Gold MasterCard.® I understand that if I do not qualify for the Premier Gold MasterCard, this constitutes my request for the School Days MasterCard,® and I accept that on a periodic basis I will be considered for an automatic upgrade to the Premier Gold MasterCard at MBNA America's® discretion. Of course, all requests will be subject to a confidential standard review by MBNA America.® The NEA is not involved in the review process. To apply, please complete the information below.

Please Print

Name _____
First M.I. Last

Address _____

City _____ State _____ Zip _____

Home Phone ( ) _____ Work Phone ( ) _____

_____ _____
Social Security No. Date of Birth

Mother's Maiden Name _____
(For identification when you request special action taken on your account.)

EMPLOYER INFORMATION

Employer _____

Position _____

Years There _____ Annual Salary*$ _____

Previous Employer or School Attended _____

State Association _____

Other Income*$ _____ Source _____

* Alimony, child support, spousal income, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.

ADDITIONAL INFORMATION

Current Credit Card Accounts (if applicable):

MasterCard®/Visa® Account No. _____

American Express® Account No. _____

Are you: ☐ Renting ☐ Own ☐ Buying Monthly Payment $ _____

Previous Address _____
(Must be completed if at present address less than 3 years.)

I have read this application, and everything I have stated in it is true. MBNA America Bank, N.A. is authorized to check my credit, employment history or any other information and to report to others such information and credit experience with me. I understand that the acceptance or use of any card issued will be subject to the terms of this application and the Credit Card Agreement that will be sent with the card, and agree to be responsible for all charges incurred according to such terms. By signing this application, I certify that I am a member in good standing of the National Education Association.

X _____
Applicant Signature Date

CO-APPLICANT ONLY (Please print)

Co-Applicant's Name _____
(Over 18 years of age.)

_____ _____
Social Security No. Relationship

Employer _____

Years there _____ Position _____

Work Phone ( ) _____ Annual Income*$ _____

I have read this application, and everything I have stated in it is true. MBNA America Bank, N.A. is authorized to check my credit, employment history or any other information and to report to others such information and credit experience with me. I understand that the acceptance or use of any card issued will be subject to the terms of this application and the Credit Card Agreement that will be sent with the card, and agree to be responsible for all charges incurred according to such terms.

X _____
Co-Applicant Signature Date

† Annual Fee	$15 Gold Card/$9 School Days Card (Fee waived first year, rebated if $3,000 is charged during any subsequent year.)
Annual Percentage Rate	15.9% for that portion of the average daily balance equal to or less than $2,500 and 14.9% for that portion of the average daily balance exceeding $2,500.
Grace Period for Repayment of Balances for Purchases	At least 25 days from statement closing date.
Method of Computing the Balance for Purchases	Average Daily Balance (including new purchases)
Transaction Fee for Cash Advances and Fees for Paying Late or Exceeding the Credit Limit	Transaction Fee for Bank and ATM Cash Advances: 2% of each cash advance; $2 minimum, $10 maximum. Transaction Fee for Premium Access Check® Cash Advances: 1% of each cash advance; $2 minimum, $10 maximum.
	Late Payment Fee: $10
	Over-the-Credit-Limit Fee: $10

The information about the costs of the card described in this application is accurate as of 7/92. This information may be changed after that date. To find out what may have changed, call us at 1-800-468-7632.

MBNA America® and Premium Access Checks® are federally registered Service Marks of MBNA America Bank, N.A. MasterCard® is a federally registered Service Mark of MasterCard International, Inc. used pursuant to license. The account is issued and administered by MBNA America Bank, N.A. The program is currently not available in District of Columbia, Michigan, Pennsylvania and Puerto Rico.

Note: Send no money; the $15 annual fee will be waived the first year for new participants in the program.

Mail your signed request form to:

NEA Credit Card Program
c/o MBNA America®
P.O. Box 15464
Wilmington, DE 19850-5464

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TCC102

10/92